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ABSTRACT

This report describes an effective instructional technique for advancing reading comprehension through a balanced reading program. The targeted population consisted of third- and eighth-grade students from three middle class communities located in the south suburbs of Chicago. Reading comprehension concerns were documented through data obtained from standardized tests, teacher-made comprehension assessments, a parent survey, and student surveys. A balanced reading program was implemented to improve students' attitudes toward reading and to promote comprehension within the targeted classrooms. The balanced reading program combined read aloud, shared reading, guided reading, independent reading, and a home-school program that lead students to respond critically and thoughtfully to literature. The intervention proved successful as evidenced by test results and post surveys. Posttest scores demonstrated increased growth in reading comprehension within all targeted grades. Post surveys provided information to support attitude improvement. (Contains 56 references, and 11 tables and 12 figures of data; appendixes contain survey instruments, graphic organizers, logs, self report instruments, and pre-and posttests.) (Author/RS)

IMPROVING COMPREHENSION AND ATTITUDE TOWARD READING
USING A BALANCED READING APPROACH

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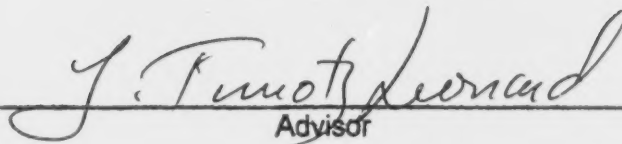
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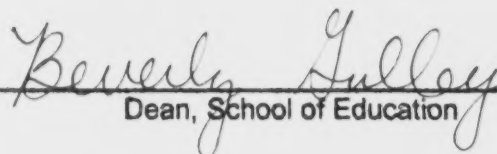
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Abstract

This report describes an effective instruction technique for advancing reading comprehension through a balanced reading program. The targeted population consisted of third and eighth grade students from three middle class communities, located in the south suburbs of Chicago. Reading comprehension concerns were documented through data obtained from standardized tests, teacher made comprehension assessments, a parent survey, and student surveys.

A balanced reading program was implemented to improve students' attitudes toward reading and to promote comprehension within the targeted classrooms. The balanced reading program combined read aloud, shared reading, guided reading, independent reading, and a home-school program that lead students to respond critically and thoughtfully to literature.

The intervention proved successful as evidenced by test results and post surveys. Posttest scores demonstrated increased growth in reading comprehension within all targeted grades. Post surveys provided information to support attitude improvement.

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CHAPTER 1

STATEMENT OF INNOVATIVE PRACTICE AND CONTEXT

The proposed study will introduce a balanced reading program in two third grade classrooms and with sixth, seventh, and eighth grade resource students. A balanced reading program includes a combination, or balance, of reading aloud, shared reading and writing, guided reading and writing, sustained silent reading, shared or interactive writing, and modeled writing. More specifically, a balanced reading program includes:

- Developing word identification techniques (phonics, structural analysis, and contextual analysis).
- Providing meaningful vocabulary.
- Teaching comprehension skills and strategies.
- Demonstrating how students should read orally with good expression.

As reflected in Invitations by Routman (1991),

Experience shows a balanced reading program helps children learn to read with proficiency. A solid body of educational research confirms the necessity of providing a combination of modeling successful strategies, guiding each student using a repertoire of strategies while reading for meaning, and providing opportunities to gain independent practice and experiences. A balanced program works because it:

- Builds on what each child knows and is able to do in order to guide him as he makes continuous progress in becoming a confident, independent reader;

- Directly teaches the structural and graphophonic skills children need to unlock meaning;
- Generates and connects new learning;
- Gradually shifts responsibility to the child as he moves from dependence to independence. Children need to learn strategies for reading a variety of materials on their own without assistance. When they reach this level of independence, they can concentrate on reading to learn, rather than learning to read;
- Provides a supportive environment where the child takes learning risks;
- Enables the teacher to assess the child on an ongoing basis in order to closely match child and text;
- Demonstrates for the child how to use language to learn about the world around him;
- Provides an avenue for learning and applying reading strategies across the curriculum;
- Models contagious enthusiasm towards books;
- Encourages language learning that results from interaction with peers. (p. 7)

The balanced reading program will be used with students to foster an increase of reading comprehension and an improvement of their attitude toward reading.

Clear Statement of Hopes and Expectations

Desired Results

1. Every child will achieve as much reading ability as he or she is capable of acquiring with fluency and comprehension.
2. Colleagues will instruct reading using a comprehensive research based method.
3. Students will gain a more positive attitude towards reading.

School Setting

In School A, School B, and School C there are many differences in the student population. According to the 1997 School Report Cards, school B has a higher enrollment than School A and C. School B has 9.5% limited English proficient students while School A and C have minimal number of students who are limited English proficient. School A has the lowest rate of low-income students. School B and C have a combined average of 10.25% low-income students. The attendance and truancy rate is similar in all schools (see Table 1). Another similarity is that all three schools have minimal cultural diversity.

Table 1

School Demographics

	School A	School B	School C
Total Enrollment	293	524	371
-Caucasian	93.9%	92.7%	2.9%
-Black	0.7%	0.2%	95.6%
-Hispanic	2.0%	6.3%	0.7%
-Asian/Pacific	3.4%	0.8%	0.7%
-Native American	0%	0%	0%
Limited English Proficient	0.3%	9.5%	0.0%
Low Income	1.0%	5.9%	14.6%
Attendance	96.5%	94.1%	96.9%
Student Mobility	5.1%	8.8%	19.2%
Truancy	0%	0%	0%

Faculty and Staff

All three schools have a full range of regular education staff, support staff, special education experts, and fine art professionals. There are some interesting differences between the three schools. For example, the School Report Card cites, the level of education of the staff at School C is 65% at the master's degree level or above, as compared with Schools' A and B having a combined average of 26.8% at the master's level or above. Another interesting difference is teachers' salaries versus administrators' salaries. The teacher salaries gradually increase due to differences in education. In contrast, the administrators' salaries in School A were significantly higher than in School B and C. The final difference was in class size. School B's class size of 32 is considerably larger than in School A and C (See Table 2).

Table 2

Faculty/Staff Demographics

	School A	School B	School C
Faculty and Staff	68	113	145
-Caucasian	100%	99.1%	94.7%
-Black	0.0%	0.0%	5.3%
-Hispanic	0.0	0.9%	0.0%
-Male	16.1%	16.4%	20.7%
-Female	83.9%	83.6%	79.3%
Years of Experience			
	12.6	16.4	15.3
-Bachelor's	80.2%	66.1%	34.6%
-Master's and above			
	19.8%	33.9%	65.4%
Average Teacher Salary	\$35,575	\$38,752	\$41,002
Average Admin. Salary	\$77,260	\$65,795	\$64,508
Average Class Size	24.0	32.5	22.0

Facility

School A is located in a southwestern suburb of Chicago, Illinois. It has 14 regular classrooms, an art room, a music room, a science lab, a reading resource room, a computer lab, a media center, and a physical education room that is converted to a lunch room. This facility also includes: a social work office/conference room, speech room, main office, principal's office, nurse's office, and teacher lounge. The grounds consist of two blacktop areas and two playground centers.

School B is located in a southwestern suburb of Chicago, Illinois. It has 21 classrooms, a classroom for music, one gym, a learning center, computer lab, and a commons room. The commons room can be reserved and used by the occupational and physical therapist. In addition it is used by the PTA for special events. This facility also includes: a main office, a principal's office, a conference room, a social worker's office, a nurse's office, a teacher's lounge, a custodial office, a PTA kitchen, a speech room, a T.P.I. room, and a resource room.

School C is also located in a southwestern suburb of Chicago, Illinois. It has 18 regular classrooms, one classroom that is shared for both art and music, and one gym that is also used as the lunchroom. There are also 12 other facilities in the building which are used for the following: a learning resource room, a social work office, a speech classroom, a psychologist office, the principal's office, a computer lab, a media center, a conference room, a speech pathologist office, a teacher's lounge, a nurse's office, and a main office.

Class Setting

In School A, the student sample is from a third grade "Honors" Reading/Writing class. The students were identified based upon a combination of standardized tests, a parent checklist, and a student observation form. The students automatically qualified if they met a score of 91 or higher on the Total Reading section of the California Achievement Test (C.A.T.) and if they scored 76 or higher on the student observation form. If a student only met one of the criteria then the Gates-Mac Ginitie Reading test was administered. Those students earning a score of 500 or higher on the Vocabulary and Comprehension total would qualify for the class. However, there were two exceptions. Two students with scores of 496 and 498 were accepted with teacher referrals.

The class participating in the study from School B is a third grade regular education classroom. There are 23 students in the class of the twenty-three, one student leaves the room for resource instruction in the area of math and reading. There are four students who leave for speech therapy. Four students see the social worker for one 25-minute period once a week. Three times a week for thirty minutes three students see a reading specialist for extra help with reading skills.

In School C, the sample of students was taken from the low eighth grade reading class. There are five students in this class. Four of the students in this class have learning disabilities. The students in this class all read at the 3rd to 6th grade levels. The students were identified based upon a standardized test. The students who scored at least two or more grade levels below the eighth grade level were paced in this low reading group.

Programs

The academic programs available in School A include: language arts, math, physical education, social science, art, music, computer skills, learning center skills, reading support, and gifted cluster groups. Services for the district include psychological testing, school counseling/social work, specialized instruction, speech therapy, home and hospital instruction, audiological evaluation, speech and language evaluation, occupational and physical therapy. Extra-curricular activities include a student council, after school study sessions, and a Big Brothers/Big Sisters program affiliated with the local high school.

The academic programs offered to students in School B include: language arts, math, science, social studies, physical education, music, art, learning center skills, and computer skills. Pull out programs include Transitional Program of Instruction (T.P.I.) for limited-English proficient students, cross-categorical resource, speech programs, physical and occupational therapy. Some extra-curricular activities include student council, Rainbows program, and intramural.

The academic programs offered to students in School C include: language arts, math, health, social studies, science, communications, computer skills, music, physical education, as well as art. Pulls out programs include Program Challenge a program designed for the gifted, speech programs, and physical and occupational therapy. A number of extra-curricular programs are available for the students. They include volleyball, Spanish, band, boys' and girls' basketball, and tutoring, drama, chorus.

In conclusion, the reading programs implemented at all three targeted schools use basal readers with the use of novels as supplementary materials. The targeted schools allot approximately the same number of minutes per day for the core curriculum subjects. The only difference is that School C spends ten extra minutes in math and social science (see Table 3).

Table 3

Minutes Spent Per Day on Subject Areas

	School A	School B	School C
Math	55	50	60
Science	30	26	40
English	145	143	156
Social Science	30	30	40

Illinois Goal Assessment Program scores are also being compared to reflect the State Board of Education's performance standards for reading, mathematics, and writing (See Table 4). All three schools have a considerable percent of students who did not meet expectations on the IGAP Reading test. School A and School C have only a small percentage of students that didn't meet goals on the writing and math sub-tests. In contrast, School B has a significant number of students who did not meet the goals for the writing and math sub- test.

Table 4IGAP State Performance Standards

	School A			School B			School C		
School score (Gr. 3)	% Do not meet goals	% Meet goals	% Exceed goals	% Do not meet	% Meet goals	% Exceed goals	% Do not meet goals	% Meet goals	% Exceed goals
Math	3	60	37	10	67	24	2	38	60
Writing	3	65	32	14	78	8	2	62	36
Reading	18	54	29	29	49	22	16	60	24

Community Setting

The community surrounding School A is significantly smaller than the other communities. However, the median household income is much greater in School A (See Table 5).

Table 5Population and Demographics

	School A	School B	School C
Population	9,195	56,830	33,070
Household	3,103	21,680	17,436
Median Household income	\$60,499	\$43,640	\$36,328
Median age	38.2	39.5	31

Local School District Setting

School District A is located in a southwestern suburb of Chicago. The school district is approximately 17 ½ square miles. The school district currently has four schools. One school houses kindergarten through second; another houses kindergarten, third and fourth; and the final location is a combination of

two schools that house kindergarten and fifth through eighth grades. The total district enrollment is 1,360 pupils with 1.0% classified as low income and 0.1% classified as limited English proficient. At the district level there is one superintendent, one business manager, and one director of curriculum and instruction, and director of special education. In addition, there is a Board of Education consisting of eight elected positions. The pupil to teacher ratio is 21 to 1 and the average operating expenditure per pupil is 4,492. The total expenditures for the district are broken into the following categories: 30.8 percent for education, 7.1 percent for operations and maintenance, 3.7 percent for transportation, and 58.5 percent spread among other school related business funds (School Report Card, 1997).

School B is part of a district made up of four elementary schools and one middle school in the southwestern suburbs of Chicago. The total enrollment is 2,139. Eight and nine tenth percent is classified as limited English proficient. The district administrative team consists of one superintendent, one business manager, one director of curriculum and instruction, and director of special education. There is a Board of Education with seven elected members and officers. The pupil to teacher ratio is 23 to 1 and the average operative expenditure per pupil is \$5,750. The total expenditures for the district include the following: 71.5 percent for education, 5.9 percent for operations and maintenance, 3.6 percent for transportation, and 20 percent spread among other school business funds (School Report Card, 1997).

School District C consists of four elementary schools. All four elementary schools contain kindergarten through eighth grades. The total district enrollment is 2,479. Fourteen and six tenths of the students are classified low-income and 0% are classified as limited English proficient. The school district office consists of a superintendent, one assistant superintendent, director of special education, and director of finance. In addition, there is a Board of Education that consists of seven members. The pupil to teacher ratio is 19.6 to 1 and the average operating expenditure per pupil is 6,035. The total expenditures for the district include the following: 75.3 percent for education, 8.4 percent for operations and maintenance, 3.5 percent for transportation, and 12.8 percent spread among other school business funds (School Report Card, 1997).

School and Community Issues

There are areas of success and areas of concern that exist within School A. According to the 1997 School Report Card, strong emphasis continues to be placed on technology. The Enrichment Learning Center director is working with classroom teachers to integrate the classroom curriculum into the technology available in the center. An area of concern is the continuous goal to improve student academic achievement both in the classroom and on standardized testing. The entire faculty is working to implement strategies to enhance learning. Another area of concern is the rapid population growth within the community. Statistics show the population will triple by the year 2000. The district is working on a physical demand of where to place new students and an academic demand of how to meet the various needs of these students.

The language distribution continues to show a concentration of students with Arabic, Hispanic and Polish in the School Community B. These students receive additional assistance in the Transitional Program of Instruction (T.P.I.). There are also a significant number of students who are living in single parent families and/or with relatives. The trauma and emotional stress created by these factors take its toll on a child's ability to function in school setting.

In Community C a major concern is the growth in population. This is a concern because the schools at this point are at maximum capacity. The Board of Education is looking at an existing school facility as an alternative to building a brand new facility. Another issue is the introduction of block scheduling in the sixth through eighth grades. This program is being piloted in two of the schools. In addition to block scheduling, teachers will be participating in full inclusion of special education students.

National Context

According to Becoming a Nation of Reader (1985), the Right to Read was launched in the U.S. in 1969 as a national campaign to eliminate illiteracy. The national education system has traditionally considered the school responsible for teaching reading. The conflict over which teaching methods or strategies are better than others has been debated in several states among top political officials. The overall issue according to Collins (1997) is that reading achievement in the United States is low. As cited in Collins (1997) the National Assessment of Educational Progress concluded that 44% of elementary and high school students read below the "basic" level. The definition given for "basic" is

defined as exhibiting little or no master of the knowledge and skills necessary to perform work at each grade level. Seventy-two percent of blacks scored below basic and 32% of fourth graders whose parents both had college degrees also failed to reach the basic level (Collins, 1997).

Reading methods and strategies have become a major issue. Collins (1997) believes the fashionable word in the reading controversy at the present time is balance. In a balanced reading program, how you teach is as important as what you teach (Strickland, 1997). According to the Report of the Commission on Reading, Becoming a Nation of Readers "The more elements of good parenting and good teaching, and good schooling the children experience, the greater the likelihood that they will achieve their potential as readers" (p. 117). Students who read consistently tend to be better readers than those who do not read regularly. Obviously, children who find reading easy, read more than those who read with difficulty. It is also true that practice tends to improve performance in reading. Unfortunately, children do not seem to be reading more than they did in the past. The results from a 1990 National Assessment of Educational Progress Report contained the following:

- Only 34 percent of 9 year olds reported reading books, magazines, or newspapers at least weekly, a drop from 42 percent in 1984.
- Only half (54 percent) of all 9-year-olds reported that they "read for fun" on their own time everyday, about the same percentage as in 1984.

(p.3)

However, there is reason to be optimistic about the potential for the improvement of literacy in this country. From research supported by the National Institute of Education, there have been advances in knowledge about the basic processes involved in reading, teaching, and learning (Becoming a Nation of Readers, 1985). In conclusion, Becoming a Nation of Readers (1985) states: "If the practices seen in the classrooms of the best teachers in the classrooms of the best schools could be introduced everywhere, the improvement would be dramatic" (Anderson, 1985, p.3).

CHAPTER 2

ANTICIPATED RESULTS

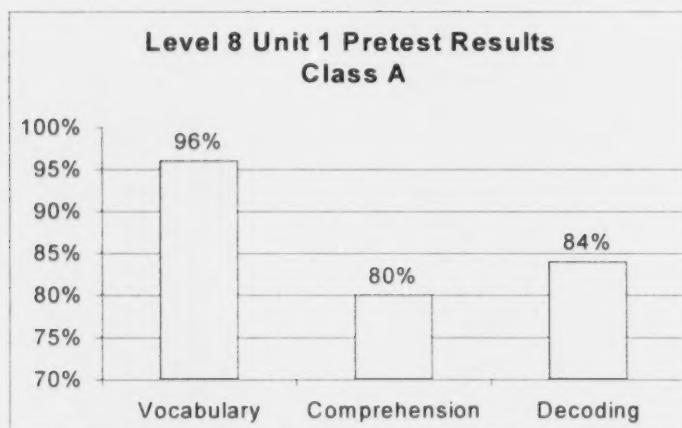
In order to document the achievement of students' reading comprehension, three methods of collecting data were administered: a standardized test, student attitude survey, and parent survey.

Test Results

Class A

The Silver, Burdett & Ginn Level 8 Unit 1 reading series test was used as a pretest to determine the initial level of reading comprehension for students in Class A. The pretest was administered to the targeted group at the beginning of September. Figure 1 shows the results of the pretest. The students' total average performance was a ninety-six percent for vocabulary, 80 percent for comprehension, and an 84 percent for decoding.

Figure 1.



The Elementary Reading Attitude Survey was administered to students in order to get an indication of student attitudes' toward reading (Appendix A). The first half of the survey was related to students' attitudes toward recreational reading; the second half was related to students' attitudes toward academic aspects of reading. Pictures of Garfield were used as responses to determine a positive or negative attitude for each item. The choices illustrated Garfield as excited, good, O.K., and bad. The survey was given to the targeted group at the beginning of September. Table 6 shows the results of the survey for Class A. The following statements reflect the results of the survey. An average of twelve students felt excited about recreational reading; four felt good about recreational reading; and three just felt O.K. An average of only one felt bad about recreational reading. Examples of recreational questions were, how students felt about reading on a rainy Saturday, during free time, and during the summer. How they felt about receiving a book as a present and about reading instead of playing. An average of ten students felt excited about academic reading, eight felt good about academic reading, three felt just O.K. and only two felt bad about academic reading. Examples of the questions asked were, how they felt about using books as learning tools, reading aloud in class, and taking a reading test. Students in Class A had a positive attitude toward recreational and academic reading.

Community A

Elementary Reading Attitude Survey Results

1. How do you feel when you read a book on a rainy Saturday?

	Excited	Good	O.K.	Bad
Pre- Survey	8	12	2	1

2. How do you feel when you read a book in a school during free time?

	Excited	Good	O.K.	Bad
Pre- Survey	13	5	3	2

3. How do you feel about reading for fun at home?

	Excited	Good	O.K.	Bad
Pre- Survey	10	9	4	0

4. How do you feel about getting a book for a present?

	Excited	Good	O.K.	Bad
Pre- Survey	17	5	1	0

5. How do you feel about spending free time reading?

	Excited	Good	O.K.	Bad
Pre- Survey	9	9	4	1

6. How do you feel about starting a new book?

	Excited	Good	O.K.	Bad
Pre- Survey	15	7	0	1

7. How do you feel about reading during summer?

	Excited	Good	O.K.	Bad
Pre- Survey	12	6	4	1

8. How do you feel about reading instead of playing?

	Excited	Good	O.K.	Bad
Pre- Survey	7	6	6	4

9. How do you feel about going to a bookstore?

	Excited	Good	O.K.	Bad
Pre- Survey	16	7	0	0

10. How do you feel about reading different kinds of books?

	Excited	Good	O.K.	Bad
Pre- Survey	13	8	1	0

11. How do you feel when the teacher asks you questions about what you read?

	Excited	Good	O.K.	Bad
Pre- Survey	6	12	2	3

12. How do you feel about doing reading workbook pages and worksheets?

	Excited	Good	O.K.	Bad
Pre- Survey	6	8	5	4

13. How do you feel about reading in school?

	Excited	Good	O.K.	Bad
Pre- Survey	15	5	2	1

14. How do you feel about reading your school books?

	Excited	Good	O.K.	Bad
Pre- Survey	7	10	4	2

15. How do you feel about learning from a book?

	Excited	Good	O.K.	Bad
Pre- Survey	17	5	0	0

16. How do you feel when it's time for reading in class?

	Excited	Good	O.K.	Bad
Pre- Survey	15	5	2	1

17. How do you feel about the stories you read in reading class?

	Excited	Good	O.K.	Bad
Pre- Survey	12	8	2	1

18. How do you feel when you read out loud in class?

	Excited	Good	O.K.	Bad
Pre- Survey	9	8	4	2

19. How do you feel about using a dictionary?

	Excited	Good	O.K.	Bad
Pre- Survey	7	10	6	0

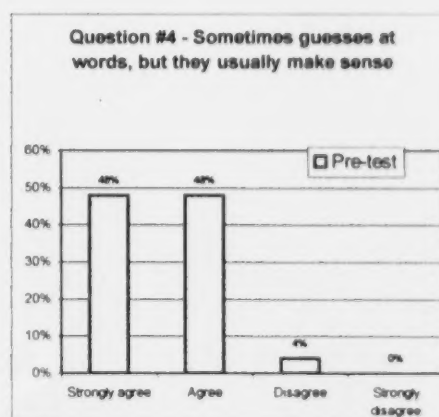
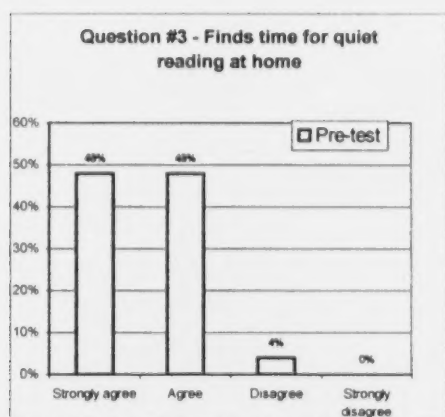
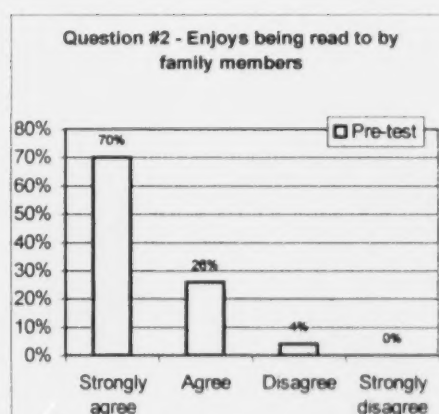
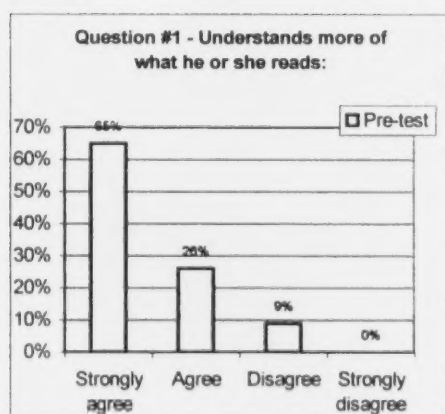
20. How do you feel about taking a reading test?

	Excited	Good	O.K.	Bad
Pre- Survey	4	13	3	3

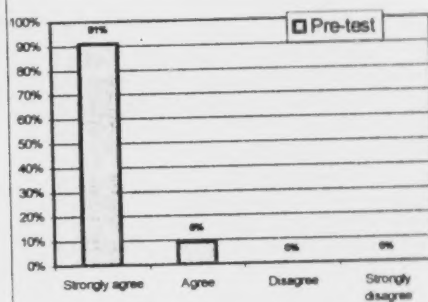
The Attitudinal Scale for Parents was completed by the targeted group's parents to acquire the parents' observation of their child's attitude about reading (Appendix B). Figure 2 shows the distribution of responses. Ninety-one percent of the parents felt that their child understands what he/she reads. Ninety-six percent of the parents felt that their child enjoys being read to by a family member. Ninety-six percent of the parents stated that their child guesses at words, but they usually make sense. One hundred percent of the parents stated

that their child is able to summarize stories read. One hundred percent of the parents felt their child had a good attitude towards reading. One hundred percent of the parents felt their child enjoys reading to family members. Ninety-five percent of the parents believe that their child would like to get more books. Sixty-five percent of the parents stated that their child chooses to write about stories they have previously read. One hundred percent of the parents state that their child is able to complete homework assignments. Overall, it appears that the parents from Class A felt that their children have a positive attitude toward reading.

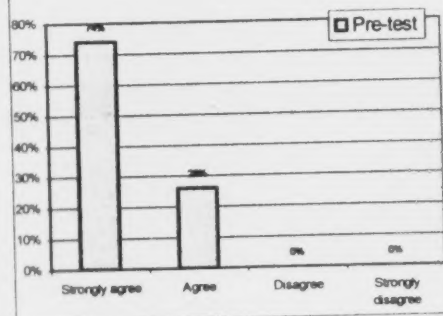
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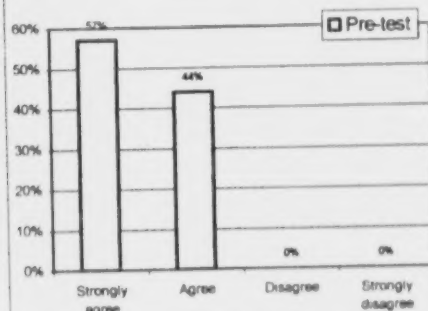
Question #5 - Can provide a summary of stories read



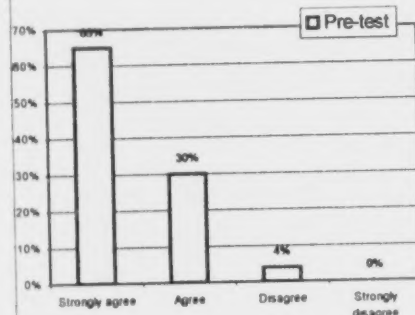
Question #6 - Has a good attitude about reading



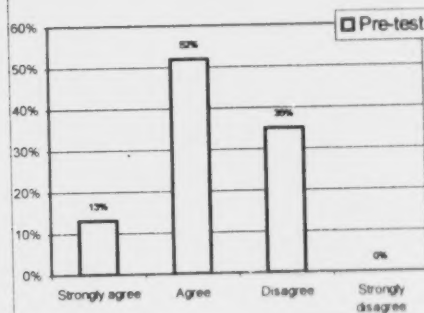
Question #7 - Enjoys reading to family members



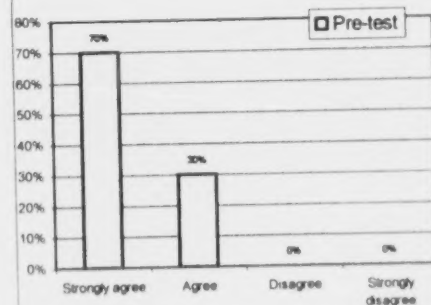
Question #8 - Would like to get more books



Question #9 - Chooses to write about stories read



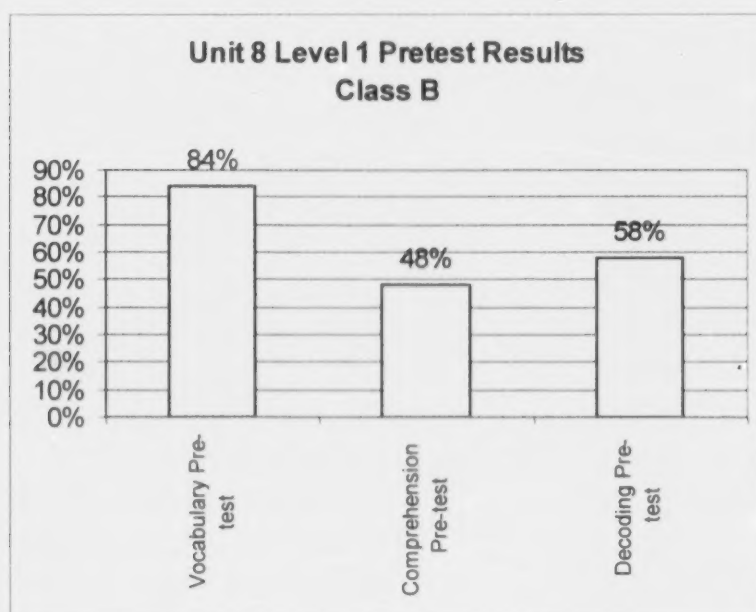
Question #10 - Is able to complete homework assignments



Class B

In Class B, the Silver Burdett & Ginn Level 8 Unit 1 series reading test was given to assess reading comprehension. The pretest was administered in early September. Figure 3 shows the results of the pretest. The students' total average performance on the vocabulary section was 84 percent, a 48 percent in the comprehension component, and a 58 percent in the decoding skills subtest.

Figure 3.



The Elementary Reading Survey was also administered to Class B. In the first half of the survey, an average of six students felt excited about recreational reading, an average of seven felt good about it. Four students felt just O.K. about recreational reading and only three felt badly about it. The second half of the survey related to academic reading and an average of five students felt

excited about it. Table 7 shows the results from the survey. An average of eight students felt good about academic reading. An average of five students felt O.K. about academic reading while only an average of two felt bad. Overall, students in Class B had a positive attitude toward academic and recreational reading.

Table 7

Community B

Elementary Reading Attitude Survey Results

1. How do you feel when you read a book on a rainy Saturday?

	Excited	Good	O.K.	Bad
Pre- Survey	3	10	4	4

2. How do you feel when you read a book in a school during free time?

	Excited	Good	O.K.	Bad
Pre- Survey	6	6	5	4

3. How do you feel about reading for fun at home?

	Excited	Good	O.K.	Bad
Pre- Survey	6	11	3	1

4. How do you feel about getting a book for a present?

	Excited	Good	O.K.	Bad
Pre- Survey	11	5	2	3

5. How do you feel about spending free time reading?

	Excited	Good	O.K.	Bad
Pre- Survey	4	10	4	3

6. How do you feel about starting a new book?

	Excited	Good	O.K.	Bad
Pre- Survey	10	6	2	3

7. How do you feel about reading during summer?

	Excited	Good	O.K.	Bad
Pre- Survey	2	4	6	9

8. How do you feel about reading instead of playing?

	Excited	Good	O.K.	Bad
Pre- Survey	0	4	13	4

9. How do you feel about going to a bookstore?

	Excited	Good	O.K.	Bad
Pre- Survey	12	8	1	0

10. How do you feel about reading different kinds of books?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	2	0

11. How do you feel when the teacher asks you questions about what you read?

	Excited	Good	O.K.	Bad
Pre-Survey	4	8	7	1

12. How do you feel about doing reading workbook pages and worksheets?

	Excited	Good	O.K.	Bad
Pre-Survey	4	4	10	3

13. How do you feel about reading in school?

	Excited	Good	O.K.	Bad
Pre-Survey	4	15	0	2

14. How do you feel about reading your school books?

	Excited	Good	O.K.	Bad
Pre-Survey	5	12	4	0

15. How do you feel about learning from a book?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	3	1

16. How do you feel when it's time for reading in class?

	Excited	Good	O.K.	Bad
Pre-Survey	6	9	5	1

17. How do you feel about the stories you read in reading class?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	3	1

18. How do you feel when you read out loud in class?

	Excited	Good	O.K.	Bad
Pre-Survey	8	3	3	6

19. How do you feel about using a dictionary?

	Excited	Good	O.K.	Bad
Pre-Survey	8	6	5	2

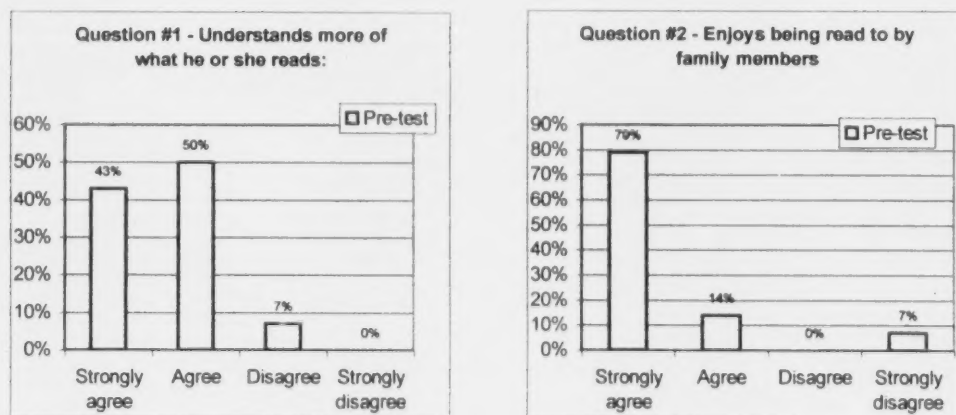
20. How do you feel about taking a reading test?

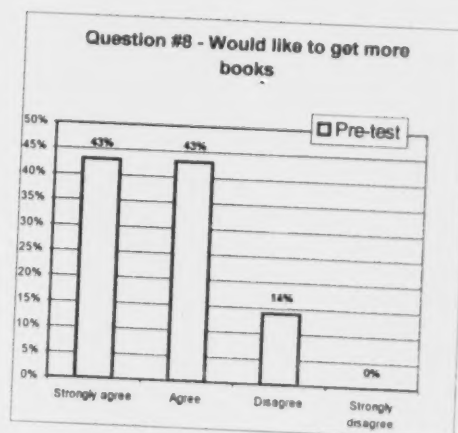
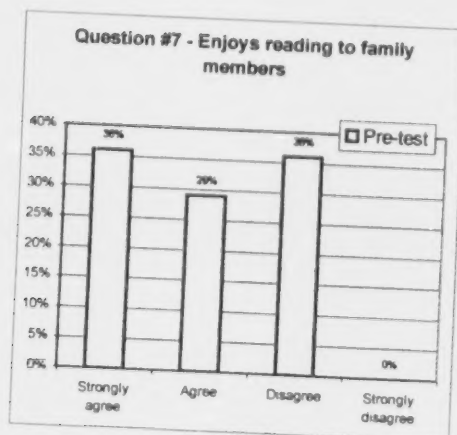
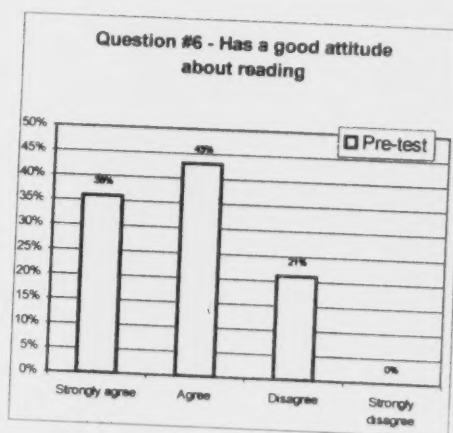
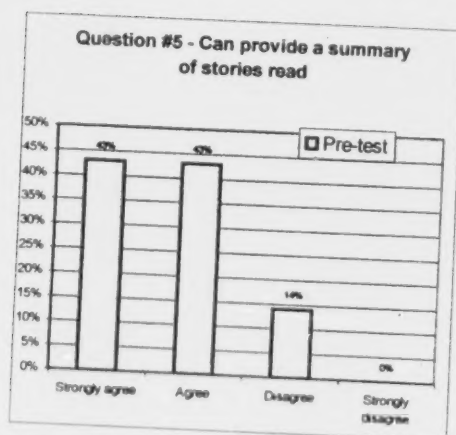
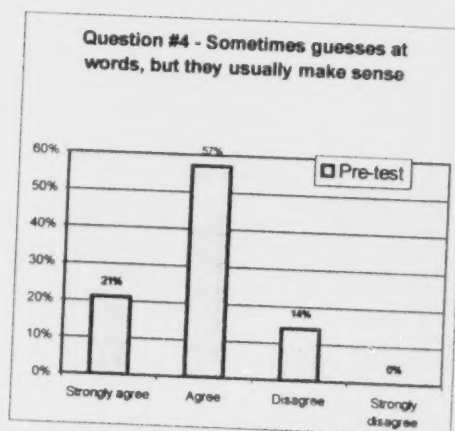
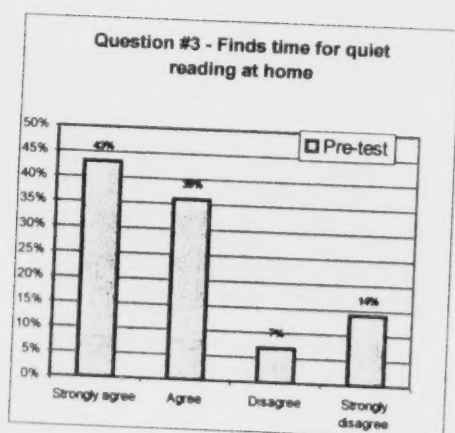
	Excited	Good	O.K.	Bad
Pre-Survey	5	3	7	6

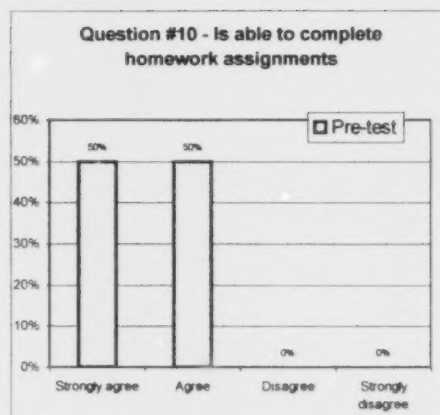
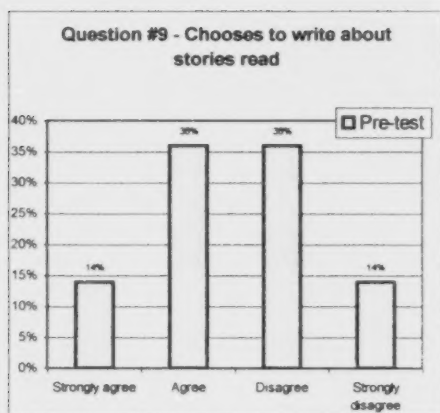
The targeted group's parents for Class B completed the Attitudinal Scale for Parents. Figure 4 shows the compiled results of the parent survey. Ninety-three percent of the parents felt that their child understands what he/she reads. Ninety-three percent of the parents felt that their child enjoys being read to by a

family member. It was found that 79 percent of the parents see their child finding time for quiet reading at home. Seventy-eight percent of the parents stated that their child guesses at words, but they usually make sense. Eighty-six percent of the parents stated that their child is able to summarize stories read. Seventy-nine percent of the parents felt their child has a good attitude toward reading. Sixty-five percent of the parents believed their child enjoys reading to family members. Eighty-six percent of the parents felt that their child would like to get more books. Fifty percent of the parents believe their child chooses to write about stories previously read. Finally, one hundred percent of the parents felt their child is capable of completing homework assignments. Ultimately it appears that the parents of Class B view their child's attitudes towards reading in a positive manner.

Figure 4



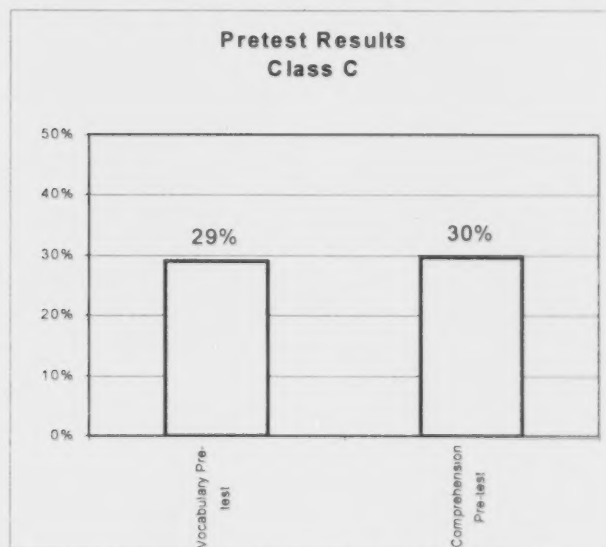




Class C

In Class C, the Gates-McGinitie Reading Test Level 7/9 was administered at the beginning of September. Figure 5 shows the results of the pretest. The students' total average performance on the vocabulary section was 29%, and 30% in comprehension.

Figure 5.



The Elementary Reading Attitude Survey was also given to Class C. The survey was given in mid-September. Table 8 shows the results of the survey.

None of the students felt excited about recreational reading while an average of one student felt good about recreational reading. An average of one student felt just O.K. about recreational reading and two felt bad about it. In the second half of the survey, the questions related to academic reading. An average of one student felt excited about reading. In addition, an average of one student felt good about academic reading, while two felt O.K. about reading. While an average of one student felt bad about academic reading.

These results suggest that the students in Class C have negative attitudes towards reading, both recreational and academic.

Table 8

Elementary Reading Attitude Survey Results

1. How do you feel when you read a book on a rainy Saturday?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	3	1

2. How do you feel when you read a book in a school during free time?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	1	3

3. How do you feel about reading for fun at home?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	2	2

4. How do you feel about getting a book for a present?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	1	3

5. How do you feel about spending free time reading?

	Excited	Good	O.K.	Bad
Pre- Survey	0	2	1	2

6. How do you feel about starting a new book?

	Excited	Good	O.K.	Bad
Pre- Survey	0	4	1	

7. How do you feel about reading during summer?

	Excited	Good	O.K.	Bad
Pre- Survey	0	0	0	5

8. How do you feel about reading instead of playing?

	Excited	Good	O.K.	Bad
Pre- Survey	0	0	0	5

9. How do you feel about going to a bookstore?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	3	1

10. How do you feel about reading different kinds of books?

	Excited	Good	O.K.	Bad
Pre- Survey	0	3	1	1

11. How do you feel when the teacher asks you questions about what you read?

	Excited	Good	O.K.	Bad
Pre- Survey	1	1	2	1

12. How do you feel about doing reading workbook pages and worksheets?

	Excited	Good	O.K.	Bad
Pre- Survey	0	2	2	1

13. How do you feel about reading in school?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	2	2

14. How do you feel about reading your school books?

	Excited	Good	O.K.	Bad
Pre- Survey	0	2	1	2

15. How do you feel about learning from a book?

	Excited	Good	O.K.	Bad
Pre- Survey	2	1	2	0

16. How do you feel when it's time for reading in class?

	Excited	Good	O.K.	Bad
Pre- Survey	0	1	2	2

17. How do you feel about the stories you read in reading class?

	Excited	Good	O.K.	Bad
Pre- Survey	0	0	2	3

18. How do you feel when you read out loud in class?

	Excited	Good	O.K.	Bad
Pre- Survey	0	0	1	4

19. How do you feel about using a dictionary?

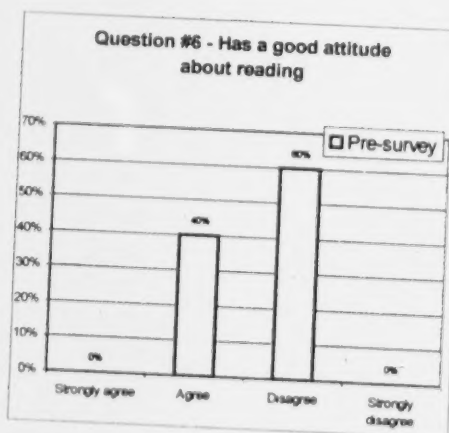
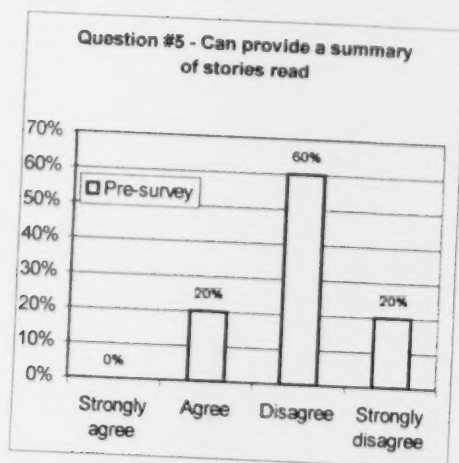
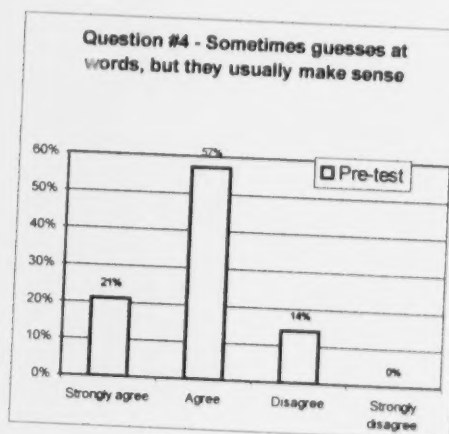
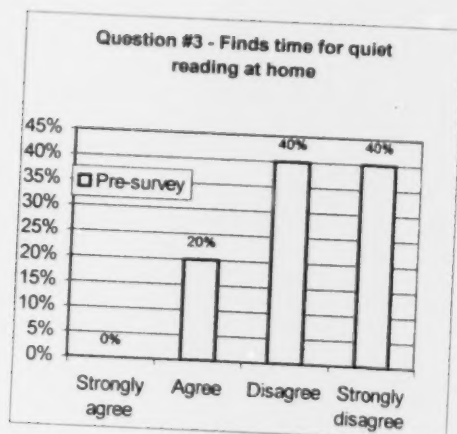
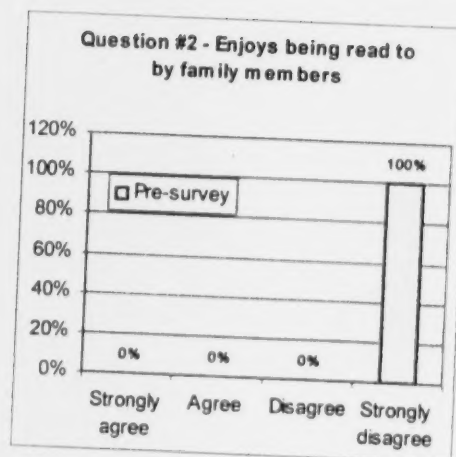
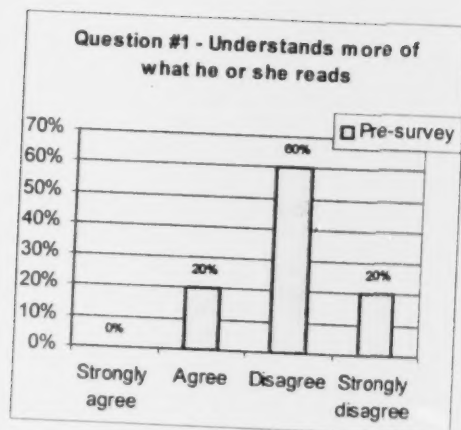
	Excited	Good	O.K.	Bad
Pre- Survey	0	2	3	0

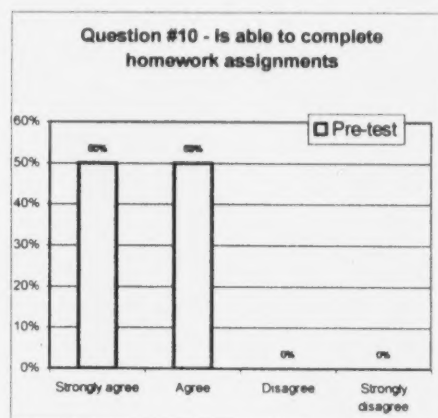
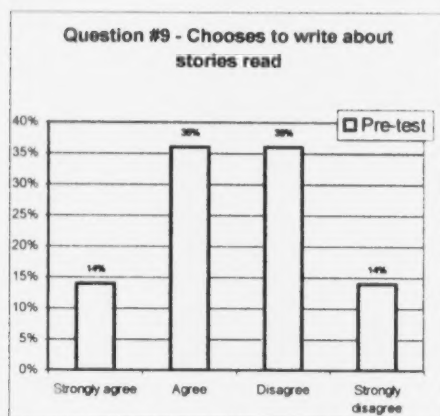
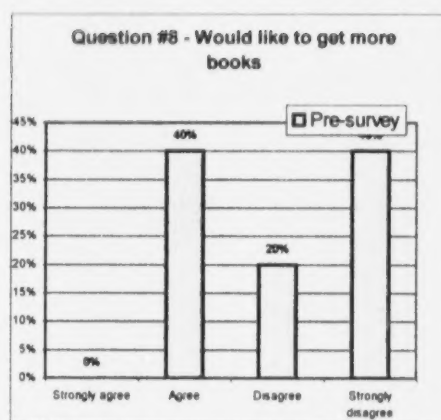
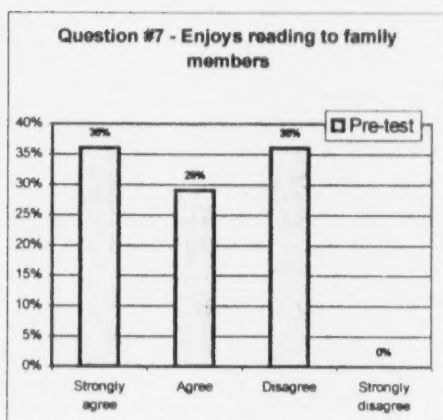
20. How do you feel about taking a reading test?

	Excited	Good	O.K.	Bad
Pre- Survey	0	0	4	1

Class C's targeted group of parents completed the Attitudinal Scale for Parents. Figure 6 is an illustration of results compiled from the parent survey. Forty percent of parents feel strongly that their child understands what he/she reads. Zero percent of parents' feel their child enjoys being read to by a family member. Twenty percent of the parents stated that their child found time for quiet reading at home. Forty percent of the parents felt that their child guessed at word meaning. Twenty percent of the parents stated their child summarizes stories. Forty percent of the parents believed their child has a good attitude about reading. Twenty percent have children that enjoy reading to family members. Forty percent of the parents' children want to add to their home library. Zero percent have children who write about stories. Eighty percent of the parents felt their child is able to complete homework assignments. The results of the parent surveys are consistent with the results of the students' surveys in that they both show students have negative feelings about reading.

Figure 6.





Reading Innovation

A balanced reading program will be implemented to improve students' attitude towards reading and promote comprehension of the targeted students. A balanced reading program provides separate, explicit skill instruction and

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language rich literature instruction (Honig, 1996). Every Child a Reader (September, 1995) and Teaching Reading (1996), states that a balanced reading program incorporates the following components:

- 1) a strong literature, language, and comprehension program that includes a balance of oral and written language;
- 2) an organized, explicit skills program that includes phonemic awareness (basic units of sounds), phonics, and decoding skills to address the needs of the emergent reader;
- 3) ongoing diagnosis that informs teaching and assessment that ensures accountability; and
- 4) a powerful early intervention program that provides individual tutoring for children at risk of reading failure. (p.2)

The balanced reading program combines: read aloud, shared reading, guided reading, independent reading, and a home school program that will lead students to respond critically and thoughtfully to literature (Routman, 1991). Each component will be furthered explained in the following paragraphs.

Read aloud

The teacher reads to students to actively engage them in processing print at their highest level. Listening to fictional works increases their understanding of the structure of a story. Informal text expand students' background experiences, vocabulary, and creates a base for content learning for further discussion. Poetry creates a love of language and provides students with the opportunity to

experience symbolic images. The teacher models fluent, expressive reading and shares a contagious enthusiasm for books (Routman, 1991).

Shared Reading

Shared reading is reading which a learner or group of learners sees the text, observes an expert (usually the teacher) reading with fluency and expression, and is invited to read along. During shared reading the teacher and children read together from books, poems, etc. This exposes children to higher literary level language without worrying about grade level. Shared reading offers a non-threatening approach to reading that strengthens skills.

Guided Reading

" In a truly balanced literacy program, how you teach is as important as what you teach" (Strickland, 1997, p.1). Guided reading encompasses a variety of teaching styles for reading instruction. The guided reading method involves the teacher to be directly involved in the students' learning process at their instructional level. The teacher can observe the strategies that children are using, and demonstrate additional strategies and skills. The students will have the opportunity to read independently and self-monitor their progress during this time, as well as get the appropriate direct instruction. Grouping remains flexible so those children can move along according to individual progress. For example, after a skill has been explained to the class, students move into independent practice, the teacher will pull aside a few students that display difficulty with the skill, forming a flexible group. The teacher will then re-instruct students in the skill and then complete the task together for a better understanding. Students

within this flexible group will then complete a remedial task using the skill.

Flexible grouping allows the teacher to match instruction to the widely different skill levels typically found in a classroom. According to the California Department of Education (1996), children who learn at a faster or slower rate move to a different group as needed. Guided reading groups may also be the place to do direct and indirect teaching (Routman, 1991).

Students can receive instruction by two methods: direct instruction and explicit instruction. As described in Balanced Instruction: Strategies and Skills in Whole Language direct instruction is when a teacher explains and models strategies to the whole class in a systematic presentation. Explicit instruction is more likely to use a scaffolding technique. The teacher does not break down a skill rather the teacher will approach the student in their learning environment and act as a facilitator. For example, if a student is reading material on a subject being studied in social studies and comes to a word he/she cannot read, the teacher can explicitly instruct the student on how to decode that word. The teacher would talk the student through the learning process using their prior knowledge in decoding. The teacher will provide clues, hints, and questions while supporting the student in the process through reflecting.

In 1993, Professor David Pearson, Ph.D., of Michigan State University stated the need to systematically develop students' comprehension skills. In guided reading, teacher-directed instruction of comprehension includes both modeling and guided practice of such strategies as graphic organizers, questioning techniques, and phonemic awareness. "In today's classrooms,

students must read, comprehend, and remember information from a wide variety of texts. Most students need to visually process information and graphic organizers are powerful tools that help them accomplish this" (Flynn, 1995, p.3). Questioning will result in a higher reading comprehension. It focuses the learner's attention to the important aspects of the text and gives the reader a purpose for reading (Nolan, 1991). Instruction using the following types of phonemic awareness tasks has proven to have a positive effect on reading acquisition: rhyming, auditory discrimination, blending spoken sounds into words, word-to-word matching, isolating sounds in words, counting phonemes, segmenting spoken words into sounds, and deleting sounds from words (Ball & Blachman, 1991).

In addition, journaling and oral discussions will be implemented. According to Joan Tough, a researcher of children's spoken language, reading aloud provides wonderful opportunities for thoughtful discussions (as cited in Federer, 1995). In literature discussion groups students respond to the following topics within their literary group or book club meeting. Examples of topics according to Fiderer (1995) for the students to respond to:

- something that puzzled you
- something that surprised you
- something that reminded you of a prior experience
- something interesting that you noticed
- something special about the author's writing style (p.109)

Literary discussions become models of thoughtful interactive responses that students can use when they discuss books without direct instruction or outside of school.

Recent research on reading journaling is based on Louise Rosenblatt's theory of reading as a transaction between the reader and the text. She believes that personal reactions and prior knowledge help readers make sense of a story (Fiderer, 1995). The teacher supplies the class with prompts to help write or draw their ideas about a book they have heard or read (Appendix C).

Independent Reading

In independent reading, students are in charge of their own reading by choosing their own books, silently reading their selection, and by taking responsibility to work through the challenges of text (Routman, 1991). Students may be able to use part of their independent reading time to update a book list and write in a response journal. "The teacher's role changes from one of imitating, modeling, and guiding to one of providing and then observing, acknowledging and responding" (Mooney, 1990, p. 72). Researchers have found that "time spent reading books was the best predictor of a child's growth as a reader from the 2nd to the 5th grade" (Anderson, Wilson, Fielding, 1988, p.297).

Home-School Program

The information parents give teachers about their students can be invaluable. Surveys are a tool that can be used to open communication lines with parents. Surveys let parents know that their input is recognized and they

provide a general idea of the behaviors and habit the teacher value in reading. After sending home a survey, parents may be provided with a list of behaviors and strategies they can look for as their child reads at home. (Appendix D). By including parents in the process of evaluation, teachers gain partners whom will sense the significance of the reading curriculum. One additional piece would be another list sent home to parents that explains ways they can help their child become a better reader and love books (Appendix E). "Children's home environment shapes the initial constellation of attitudes they develop toward learning"(Lumsden, 1994, ED370200 p.1).

"If the Nation is to meet its education goals for the year 2000, parents, children, and schools will need to work together to improve student performance" (U.S. Department of Education, 1991). Researchers have concluded there is no single solution to improving student achievement. Many different elements contribute to a student's success or failure, but both parents and schools can work together to improve the chances for academic success.

The ultimate goal of literacy learning is to help children become independent in constructing meaning while they read. Through the use of a variety of study skills, students have the opportunity to achieve this goal. However, researchers have not found any one study strategy or skill that is best for all students in all learning tasks (Alvermann and Moore, 1991; Anderson and Armbruster, 1984; Devine, 1991). The study strategy or skill used depends on the individual and the learning situation. More optimistically, a number of studies

in recent years have demonstrated that children can be taught strategies to improve reading comprehension.

Routman stated that a skill, no matter how well it has been taught, cannot be considered a strategy until the learner can use it purposefully and independently (Routman, 1991). Teachers begin to focus on strategies when they begin to change the climate of their classrooms from teacher dominated to student centered and when they view reading and other language processes as constructive and interactive.

Throughout this research, the components of a balanced reading program and various teaching techniques will be implemented to promote students' attitude toward reading and increase their reading comprehension.

Expectations

Readers who acquire a deep comprehension of text apply a variety of strategies as they construct meaning (Johns & Lenski, 1997). A balanced reading program is supported by current research and encompasses skill development with literature and language rich activities. Through implementing a balanced reading approach, the targeted students will:

1. Improve reading comprehension.
2. Develop a more positive attitude toward reading.

Students will be exposed to a variety of reading strategies that will enable them to construct meaning beyond the literal level. Students will implement comprehension strategies throughout the entire reading program.

CHAPTER 3

LITERATURE REVIEW

After considering the student comprehension concerns and low level of interest in reading within the targeted schools, implementing strategies for engaging students in learning, seems possible through a balanced reading program. For many teachers, a balanced reading program has become a sought after solution in the war between phonics and whole language. According to psychologists and educational researchers, in the fall 1994 special issue of APA's *Educational Psychologist*, the historic debate between the whole-language and phonics camps are due for a compromise (as cited in Murray, 1995). Both phonics and whole language need to be drawn upon for remedy. However, this is not happening; rather, the two methodologies are being saddled with larger politics, conservative phonics versus liberal whole language (Kolstad & Bardwell, 1998).

Whole-language Side

Whole language is an alternative to the traditional basal reading program. Whole language is whole learning, wherein language learning opportunities are natural, plentiful, and enjoyable with the focus on integrated components instead of separate skills. The founders of the whole-language movement in North America were Professor Ken Goodman, Ph.D., and psychologist Frank Smith, Ph.D., of the University of Victoria in British Columbia. They both believe that kids learn reading and writing through the context and meaning (Murray, 1995). At the University of Arizona, Ken Goodman studied how children read and

At the University of Arizona, Ken Goodman studied how children read and concluded that children look at the context to guess the meaning of an up coming word they don't know. Educational researchers, Karin Dahl Ph.D. of Ohio State and Penny Fraeppon, Ed.D. of the University of Cincinnati, compared reading instruction with inner-city elementary school children in skills-based versus whole-language classrooms. These researchers found that kids from whole-language classes were better able to apply their phonics knowledge in reading (Diegmueller, 1996). Another key researcher to the whole language movement is Don Holdway. In the early 1960s and the early 1970s, Holdway, a New Zealand educator, developed a model for language learning. His model stated that in order to acquire language, children need to observe demonstrations, participate, role play, and perform the actual skill (Routman, 1991). The researchers' findings have led to the modern day whole-language movement. Whole language stresses that children should use language in ways that relate to their own lives. Children are encouraged to decode words by their context. Some of the prevalent techniques used are daily journal and letter writing, silent and spoken reading, and student cooperation. The whole-language classroom makes faster progress in reading than children in more conventional programs (Brand, 1991). Children were also reading more for recreation. The principal thrust of whole-language theory is that learning must be meaningful to students and they must have opportunities to apply new information learned. Implementing whole-language instruction at the primary level will give students

the opportunity to experience success in warm and caring environments which fosters literacy (Kolstad & Bardwell, 1998).

Advocates of the whole-language approach believe that reading and writing need to be seen as an engaging form of gathering knowledge.

"Overemphasis in roles and rote learning has proven time and again to be stifling—and leads children to see reading and writing as arduous and arcane chores, rather than an interesting way of gathering information" (DiegmueLLer, 1996, p.2).

The Phonics Side

Other researchers dispute the whole-language view. They feel skills are learned best and most efficiently by teacher led instruction (Ester & Sciortino, 1988). Researchers at the National Institute of Health and Human development have found that problems with phonic awareness correlates with reading failure (Collins, 1997). Brain imaging studies show that poor readers have less activity in the brain's "phonological processor" (Collins, 1997, p.80) Michael Pressley, Ph.D. of the State University of New York at Albany, indicated that young children, especially those which socio-economic disadvantages of LD develop sharper reading skills in programs that provided more direct instruction of phonics than whole-language (Murray, 1995). According to Collins (1997), about 70% of children can learn to read no matter how they are taught, however they will learn to read more quickly if taught phonics, though the remaining 30% will have real problems and need explicit instruction. "Research shows that phonics training and training in phonological awareness facilitates later reading

comprehension, not just letter and word recognition," says Keith E. Stanovich, an applied-psychology professor at the University Of Toronto (as cited in Diegmueller, 1996, p.2). Experts suggest that if early readers devote all their time struggling to recognize words rather than using the cueing strategies they learned through phonics instruction, they won't have the mental energy to comprehend what they are reading (Diegmueller, 1996).

Balanced Reading

In any classroom, students should be engaged in reading and writing, skills or activities. This thought applies to whole language, basal reader, or any other literacy acquisition program. Along with much reading, there must be skill instruction. Because of the long debate between whole language and phonics, researchers are beginning to believe that a balanced approach would be best. For many years teachers were made aware of the variety of methods for teaching reading in their first undergraduate reading course. As a result teachers were mindlessly following the program their school or district implemented, regardless of students' reading levels and skill. William Honig was state superintendent for California when the literature-based program was adopted. He now concedes that they should have been clearer in the approach. In Teacher Magazine, Honig discusses that in the past few years studies show some students can learn to read without skills instruction, while other students would benefit from more of a methodical approach (as cited in Diegmueller, 1996). Students that have not had much of a problem learning to read would still benefit from systematic instruction. Research indicates that students would be

most successful with a balanced approach. This includes teaching phonics in a systematic fashion, in the context of literature.

The book, Balanced Instruction: Strategies and Skills in Whole Language (1996) states the following about literacy instruction:

Elementary literacy instruction is often characterized by extremes.

A generation ago, the extremes that were debated were whole word versus phonics. Today, the extremes are whole language versus explicit strategy and skills instruction (for example, explicit instruction in decoding, comprehension, and composing skills)(p. xv).

Balanced reading is a program that advocates for neither extreme. Rather, balanced reading is using strategy and skill instruction that can be integrated in any reading program for effective instruction. There is little confidence in children automatically transferring reading and writing skills that are out of context, just as there is little confidence in children gaining reading skills solely through literature.

The research continues to argue that whole language advocates need to accept that a print-rich environment may not be enough for all children to develop reading skills. Some children need direct instruction in phonological awareness.

Phonics supporters need to accept that teaching letter-sound correspondences is irrelevant if the students do not recognize individual letters and understand the letter's sounds when paired with those letters that make up words (Adams, 1990).

According to Reid Lyons a psychologist at the National Institute of Child Health and Human Development, "What works best is an approach that combines phoneme awareness, decodable text, phonics and rich literature and writing workshops to expand vocabulary and word meaning" (Lyons, 1994).

The purpose of reading is to connect the words on the page to what you already know. Students need a framework in their mind for reading, understanding and retaining information (Martin, 1991). In addition, students, teachers and parents need to be aware of students' reading levels in order to recognize their growth and achievement. Some teachers have the concern that students will have hurt feelings if they realize their reading level isn't within grade level expectations. "Students already know they are not reading at the level they need to be; they just don't know what to do about it" (Babigian, 1998, p.2). Teachers need to believe student performance will improve, thereby ensuring that students will gain pride and confidence as they succeed and move to a higher reading level. "If we can provide the opportunity for students to read ideally at their instructional level, and teach them the strategies used by all good readers, they will succeed" (Babigian, 1998, p.1). Research shows that students learn by talking about what has been read and teaching others what they have learned. In the balanced reading program, students read together, make meanings together, and teach each other what they know. Students will develop a respect for each other's strengths and patience for each other's weaknesses. Therefore, enabling each individual to build self-confidence as a reader and learner (Babigian, 1998).

The Components of Balanced Reading

Many students in the targeted schools show evidence of a lack of performance within literature class. Read aloud is a component of a balanced reading program that aids reading comprehension and has a positive impact on students' attitudes. "Reading Aloud is seen as the single most influential factor in young people's success in learning to read" (Routman, 1991, p. 32). Another component of the program is shared reading. Shared reading is a way of immersing students in literature through different approaches (Routman, 1991). Another aspect of balanced reading is guided reading. Guided reading incorporates the students thinking critically about a book through group discussion and teacher strategies to examine concepts, vocabulary, or features of the text (Routman, 1991). Within a balanced reading program, independent reading is another component. Independent reading is an opportunity for students to read self-selected literature from five to thirty minutes daily (Routman, 1991). This activity is an indispensable part of a balanced reading program. Many teachers select an acronym addressing this time in their daily schedule. Some examples of titles are SSR (Sustained Silent Reading), RR (Recreational Reading), DIRT (Daily Independent Reading Time), DEAR (Drop Everything and Read) (Routman, 1991). The final component of the balanced reading program is a home- school program in which parental involvement plays a critical role (Routman, 1991).

Project Objectives and Processes

As a result of the balanced reading program, during the period of September, 1998 to December, 1998, the students from the targeted classes will increase their reading comprehension and gain a more positive attitude towards reading, as measured by standardized tests, and surveys.

In order to accomplish these re-terminal objectives the following processes are necessary:

1. A number of reading practices: read aloud, shared reading, guided reading, independent reading, and home -school reading to promote comprehension will be implemented.
2. A variety of comprehension strategies will be implemented: predicting outcomes, graphic organizers, story maps, sequence maps and questioning techniques.
3. An environment that will foster a positive attitude toward literature will be created.
4. Specific skill strategies: phonics activities, phonemic awareness, letter-sound knowledge and word knowledge.

Action Plan

The reading program will include a variety of reading practices and at least one of the following strategies will be implemented during or after a reading session.

- I. Graphic organizers will be used as a pre-reading, during reading, and/or a post-reading activity. They may be used individually, whole-group, flexible groups or cooperative groups. These graphic organizers include:
 - A. K-W-W-L – What I know, What I want to learn, Where I can learn this, What I have learned (Appendix F).
 - B. Fat and Skinny Questions- Student created questions from a text using various levels of Bloom's Taxonomy (Appendix G).
 - C. Web/Maps- visual representations of a concept, characters and/or vocabulary (Appendix H).
 - D. Venn Diagram- overlapping circles or shapes to compare and contract concepts, characters, vocabulary, and stories (Appendix I) .
 - E. Sequence maps- visual explanation of how the order of information from the text is organized (Appendix J).
- II. Questioning techniques are strategies used before, during and after reading activities.
 - A. Predicting outcomes – Drawing conclusions and making inferences
This is an interpretive level of comprehension. It involves using material that is implicit. This requires the reader to go beyond the factual recall and requires more reasoning skills. Some teaching strategies that will be used are self-questioning with prediction (SQWP) as well as Directed Reading- Thinking Activities (DRTA).

- B. Brainstorming – This is a before reading strategy that will activate their prior knowledge. Students will better understand what they will read by activating their prior knowledge in prereading activities.
- C. QAR – Question- Answer Relationship strategy that can facilitate to identify different types of questions. There are four terms used in QAR they are: RIGHT THERE, THINK AND SEARCH, ON MY OWN, WRITER AND ME (Appendix K).

Students learn there are two kinds of information: text explicit (in the book) and text implicit (in the head). Students learn RIGHT THERE means the words used in the questions can be used to find the answer. The answer is within the sentence RIGHT THERE. THINK AND SEARCH requires the students to get information from more than one sentence or paragraph. ON MY OWN are questions that involve the student using their own background knowledge. WRITER AND ME are questions where the student uses background knowledge, but would have to have read the text in order to answer the question.

- III. Literary response journals are a journal for recording reactions to literature. It is a tool for connecting reading to writing, for extending the meaning of the text and to promote critical thinking. There are several names for these journals, some examples are reading response log, literature log, reading log, or reading response journal. Students will be given sentence starters or questions to answer to help them start writing in their journals (Appendix L).

- IV. Literary discussion groups are heterogeneous – small groups, student directed and teacher guided discussion that occurs as a book is being read. These groups allow students to use textual references, prior experience and background knowledge. Students also state opinions, draw conclusions and analyze characters.
- V. Guided reading this time will be used to teach strategies and specific skills. Some of the strategies and skills that will be taught are discussed in Chapter 2.
- VI. Independent reading which will include time to read individually in class as well as a home reading program.

Method of Assessment

In order to assess the effects of the balanced reading program a pretest and posttest of Silver Burdett unit test and the Gates Reading test was given. These tests were used to determine student's level of predicting and comprehension skills. Prior to any instruction of specific strategies, a pretest was administered to the targeted groups for determining the present level of reading comprehension. Upon completion of the determined strategies, a posttest similar to the pretest was given. The pretest and posttest results are compared to determine the amount of change that occurred. In addition to the pretest, the targeted students were given the student attitude survey (Appendix A). After instructing the students with a variety of strategies within a determined period of time, the students were the same inventory to see if there is any effect on the children's attitude towards reading. A parent attitudinal scale (Appendix B) was

given as well. This survey was administered before and after the balanced reading program was implemented.

CHAPTER 4

PROJECT RESULTS

Historical Description of Intervention

The objective of this project was to improve students' reading comprehension and attitudes toward reading. Before implementation, the researchers administered a reading test, a student survey (Appendix A) and a parent survey (Appendix B).

There were various reading practices employed. Each practice was used before, during or after a reading session. Each strategy was used with students in a whole class situation, in cooperative groups and individually. These practices included:

1. Graphic organizers such as KWWL, Webs, Venn Diagrams and Sequence Maps.
2. Questioning Techniques- QAR, Predicting, Self-questioning with Prediction, Directed Reading.
3. Literary Response Journals
4. Literary Discussion Groups
5. Guided Reading
6. Independent Reading.

During the implementation period, the following adjustments to the action plan were made.

Class A

Class A was able to incorporate all of the reading strategies throughout the implementation period. In addition, Class A began using Junior Great Books in October. The Junior Great Books has a structured teaching guide for each story. The program combines interpretive discussion and activities with the literature selection to increase students' reading for meaning and thinking critically. The activities move beyond the factual level, to focus on the central problems of the story's meaning.

To encourage more independent reading, students were given home reading record forms (Appendix M), reader logs (Appendix N) and book report projects (Appendix O). The book reports included graphic organizers as outlines (Appendix P), a book report contract (Appendix Q), and individual self-evaluation forms (Appendix R).

Class B

Class B also extended the independent reading program by including a monthly reading calendar (Appendix S). The objective of the calendar was to strengthen and increase students' independent reading. On the calendar, students were directed to read at least four times a week and they were assigned monthly book reports. Parents were directed to monitor their child's reading and to sign the calendar each night their child read. This requirement emphasized to students and parents the importance of daily reading and reading for pleasure. Class B used all

the interventions except Fat and Skinny questions. In Class B, it was found that the majority of students did not prove to be cognitively ready for creating higher level questions. As Class B performed the KWWL strategy students had a difficult time creating questions for the column "What I want to learn?" Consequently, Fat and Skinny questions were not attempted in Class B.

Class C

In Class C, all strategies were used except for Fat and Skinny questions. Fat and Skinny questions were thought to take more time than seemed beneficial due to students' reading difficulties. More class time was spent in guided reading. During the guided reading time, reinforcement was given for specific skills which students were lacking. Additional study skills such as outlining, making study guides and GIST (Appendix T) were also incorporated into the reading lessons.

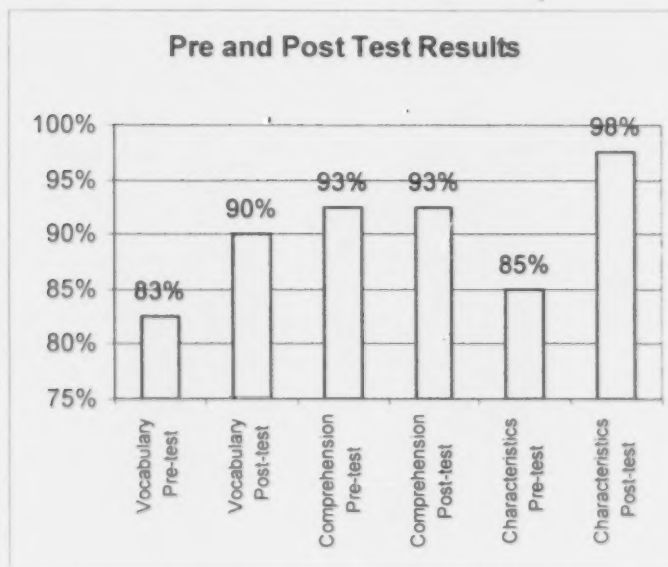
Presentation and Analysis of Results

To assess the effects of the interventions on student comprehension, a reading skills test was used as a pre- and posttest. Class A was given a teacher-made test (Appendix U). Class B administered the Silver Burdett & Ginn Reading Test (1989). Class C administered the Gates-MacGinitie Reading Test (1989).

Class A

The results for the pre- and post teacher made tests are shown in Figure 7. When comparing the pre- and post tests for the vocabulary section, the results showed the following increases in the raw score, from 83 to 90. The comprehension section showed the students' average score remained the same, which was a raw score of 93. The characteristics component significantly increased from an 85 to a 98. Overall, the students improved in the vocabulary and characteristics components of the teacher-made test, while the comprehension component remained the same.

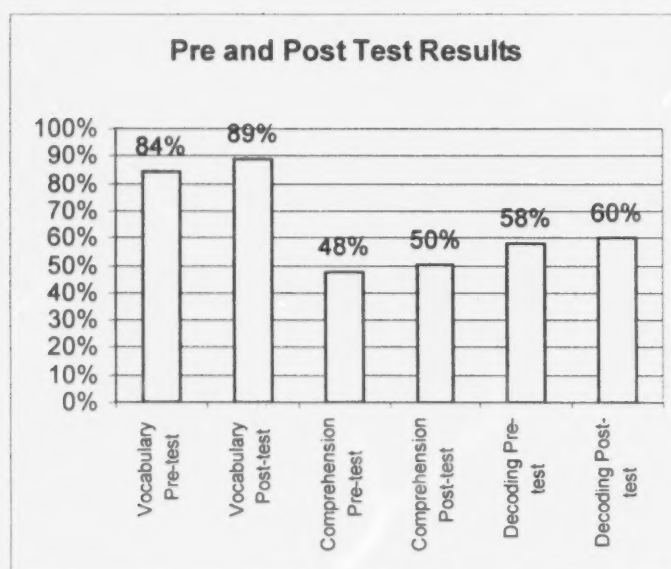
Figure 7.



Class B

The results for the pre- and post Silver Burdett & Ginn are shown in Figure 8. When comparing the pre- and post-tests for the vocabulary section, the scores showed an increase from a raw score of 84 to 89. The comprehension section showed an increase from 48 to 50. The results for the decoding section significantly increased with a score of 58 to 69. Overall, there was a marginal improvement in the areas of comprehension and vocabulary, but a substantial increase for decoding skills component.

Figure 8.



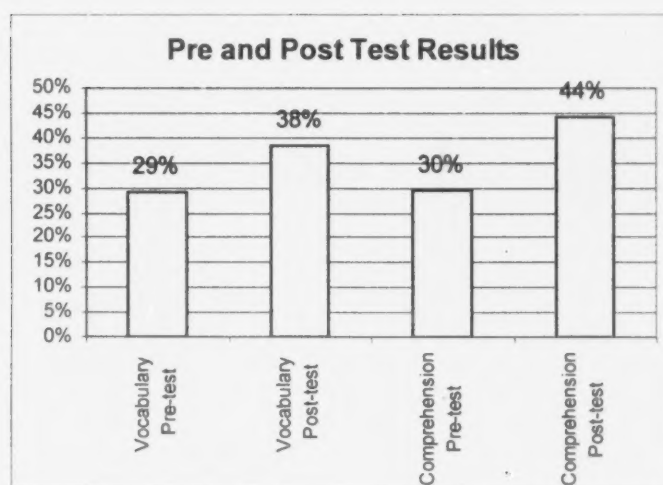
Class C

The Gates-MacGinitie (1989) Test contained two sections assessing vocabulary and comprehension. The results are illustrated in Figure 9. The effects for the vocabulary section showed an increase from

29 to 38. The scores for the comprehension component went from 30 to 44 for this class. In summary, students' scores increased on both sections of the test.

To evaluate whether or not there was a change in student attitude towards reading the Elementary Reading Attitude Survey was administered in all three classrooms in early January.

Figure 9.



Class A

The comparison of scores from September to January can be seen on Table 9. When comparing the pre- and post survey results for recreational reading the results showed a decrease of 12 to 10 students in the excited category. An improvement for feeling good about recreational reading went from 7 to 8 students. The average remained the same for students feeling O.K. about recreational reading. There was a

slight increase from 1 to 2 students for feeling bad about recreational reading. Overall, it appears that students' attitudes toward recreational reading have remained the same.

When comparing the pre- and post survey for academic reading the results showed a decrease in the excited category from 11 to 10 students. There was also a decrease for feeling good about academic reading from 11 to 10 students. However, there was a slight increase for O.K. response from 1 to 3 students. Students who felt badly about academic reading stayed the same. On a whole, students' attitudes toward academic reading are consistent with the results from the recreational reading component. Their attitudes have not significantly changed.

Table 9

Community A

Elementary Reading Attitude Survey Results

1. How do you feel when you read a book on a rainy Saturday?

	Excited	Good	O.K.	Bad
Pre-Survey	8	12	2	1
Post-Survey	6	16	1	0

2. How do you feel when you read a book in a school during free time?

	Excited	Good	O.K.	Bad
Pre-Survey	13	5	3	2
Post-Survey	15	8	0	0

3. How do you feel about reading for fun at home?

	Excited	Good	O.K.	Bad
Pre-Survey	10	9	4	0
Post-Survey	12	11	0	0

4. How do you feel about getting a book for a present?

	Excited	Good	O.K.	Bad
Pre-Survey	17	5	1	0
Post-Survey	12	11	0	0

5. How do you feel about spending free time reading?

	Excited	Good	O.K.	Bad
Pre-Survey	9	9	4	1
Post-Survey	8	12	2	1

6. How do you feel about starting a new book?

	Excited	Good	O.K.	Bad
Pre-Survey	15	7	0	1
Post-Survey	15	8	00	0

7. How do you feel about reading during summer?

	Excited	Good	O.K.	Bad
Pre-Survey	12	6	4	1
Post-Survey	6	15	1	1

8. How do you feel about reading instead of playing?

	Excited	Good	O.K.	Bad
Pre-Survey	7	6	6	4
Post-Survey	2	12	3	6

9. How do you feel about going to a bookstore?

	Excited	Good	O.K.	Bad
Pre-Survey	16	7	0	0
Post-Survey	20	3	0	0

10. How do you feel about reading different kinds of books?

	Excited	Good	O.K.	Bad
Pre-Survey	13	8	1	0
Post-Survey	14	9	0	0

11. How do you feel when the teacher asks you questions about what you read?

	Excited	Good	O.K.	Bad
Pre-Survey	6	12	2	3
Post-Survey	6	13	2	2

12. How do you feel about doing reading workbook pages and worksheets?

	Excited	Good	O.K.	Bad
Pre-Survey	6	8	5	4
Post-Survey	2	10	7	4

13. How do you feel about reading in school?

	Excited	Good	O.K.	Bad
Pre-Survey	15	5	2	1
Post-Survey	16	7	0	0

14. How do you feel about reading your school books?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	4	2
Post-Survey	6	16	0	1

15. How do you feel about learning from a book?

	Excited	Good	O.K.	Bad
Pre-Survey	17	5	0	0
Post-Survey	18	5	0	0

16. How do you feel when it's time for reading in class?

	Excited	Good	O.K.	Bad
Pre-Survey	15	5	2	1
Post-Survey	15	7	1	0

17. How do you feel about the stories you read in reading class?

	Excited	Good	O.K.	Bad
Pre-Survey	12	8	2	1
Post-Survey	14	7	2	0

18. How do you feel when you read out loud in class?

	Excited	Good	O.K.	Bad
Pre-Survey	9	8	4	2
Post-Survey	9	13	1	1

19. How do you feel about using a dictionary?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	6	0
Post-Survey	11	9	3	0

20. How do you feel about taking a reading test?

	Excited	Good	O.K.	Bad
Pre-Survey	4	13	3	3
Post-Survey	0	8	11	4

Class B

The results of the pre- and post surveys can be seen in Table 10. The number of students that felt excited about recreational reading did not fluctuate between pre- and post surveys. However, there was a decrease of one student in feeling good about recreational reading. The average remained consistent for those students feeling O.K. and a slight increase first appeared in the number of students feeling badly about recreational reading.

When comparing students' attitudes toward academic reading decreased in the excited category from six students to five students. There was a significant decrease in the number of feeling good about academic reading, the results went from 10 students in the pre-survey to 7 students in the post survey. There was an increase from five students to six students feeling O.K. about academic reading and an increase from 2 to 3 students feeling badly about it.

Overall, it appears students' attitudes toward academic and recreational reading decreased.

Table 10

Community B

Elementary Reading Attitude Survey Results

1. How do you feel when you read a book on a rainy Saturday?

	Excited	Good	O.K.	Bad
Pre-Survey	3	10	4	4
Post-Survey	2	11	6	2

2. How do you feel when you read a book in a school during free time?

	Excited	Good	O.K.	Bad
Pre-Survey	6	6	5	4
Post-Survey	2	6	7	6

3. How do you feel about reading for fun at home?

	Excited	Good	O.K.	Bad
Pre- Survey	6	11	3	1
Post-Survey	5	11	4	1

4. How do you feel about getting a book for a present?

	Excited	Good	O.K.	Bad
Pre- Survey	11	5	2	3
Post-Survey	11	8	1	1

5. How do you feel about spending free time reading?

	Excited	Good	O.K.	Bad
Pre- Survey	4	10	4	3
Post-Survey	2	4	9	6

6. How do you feel about starting a new book?

	Excited	Good	O.K.	Bad
Pre- Survey	10	6	2	3
Post-Survey	11	8	1	1

7. How do you feel about reading during summer?

	Excited	Good	O.K.	Bad
Pre- Survey	2	4	6	9
Post-Survey	1	3	5	12

8. How do you feel about reading instead of playing?

	Excited	Good	O.K.	Bad
Pre- Survey	0	4	13	4
Post-Survey	0	1	8	12

9. How do you feel about going to a bookstore?

	Excited	Good	O.K.	Bad
Pre- Survey	12	8	1	0
Post-Survey	15	5	0	1

10. How do you feel about reading different kinds of books?

	Excited	Good	O.K.	Bad
Pre- Survey	7	10	2	0
Post-Survey	13	5	2	1

11. How do you feel when the teacher asks you questions about what you read?

	Excited	Good	O.K.	Bad
Pre- Survey	4	8	7	1
Post-Survey	1	8	9	3

12. How do you feel about doing reading workbook pages and worksheets?

	Excited	Good	O.K.	Bad
Pre-Survey	4	4	10	3
Post-Survey	1	6	8	6

13. How do you feel about reading in school?

	Excited	Good	O.K.	Bad
Pre-Survey	4	15	0	2
Post-Survey	6	11	2	2

14. How do you feel about reading your school books?

	Excited	Good	O.K.	Bad
Pre-Survey	5	12	4	0
Post-Survey	2	9	5	5

15. How do you feel about learning from a book?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	3	1
Post-Survey	10	10	1	0

16. How do you feel when it's time for reading in class?

	Excited	Good	O.K.	Bad
Pre-Survey	6	9	5	1
Post-Survey	3	9	8	1

17. How do you feel about the stories you read in reading class?

	Excited	Good	O.K.	Bad
Pre-Survey	7	10	3	1
Post-Survey	4	7	8	2

18. How do you feel when you read out loud in class?

	Excited	Good	O.K.	Bad
Pre-Survey	8	3	3	6
Post-Survey	7	7	3	4

19. How do you feel about using a dictionary?

	Excited	Good	O.K.	Bad
Pre-Survey	8	6	5	2
Post-Survey	5	3	9	4

20. How do you feel about taking a reading test?

	Excited	Good	O.K.	Bad
Pre-Survey	5	3	7	6
Post-Survey	7	3	7	4

Class C

The results of the pre- and post surveys are presented in Table 11. In the pre- and post survey students who felt excited about recreational reading increased from zero students to one student. Students who felt good about recreational reading stayed the same. The number of students who felt O.K. about recreational reading increased from one student to two students. However, students who felt badly about recreational reading stayed the same.

When comparing the pre- and post surveys in relation to students' attitudes toward academic aspects of reading, the students' general attitude improved. On an average students who felt excited about academic reading increased from one student to two students. On the other hand, students who felt O.K. and bad about academic reading decreased from two students to one student. To summarize, students' attitudes toward academic reading improved. However, students' attitudes toward recreational reading decreased.

Table 11

Community C

Elementary Reading Attitude Survey Results

1. How do you feel when you read a book on a rainy Saturday?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	3	1
Post-Survey	1	0	4	0

2. How do you feel when you read a book in a school during free time?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	1	3
Post-Survey	0	1	3	1

3. How do you feel about reading for fun at home?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	2	3
Post-Survey	2	1	1	1

4. How do you feel about getting a book for a present?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	1	3
Post-Survey	0	1	1	3

5. How do you feel about spending free time reading?

	Excited	Good	O.K.	Bad
Pre-Survey	0	2	1	2
Post-Survey	0	1	3	1

6. How do you feel about starting a new book?

	Excited	Good	O.K.	Bad
Pre-Survey	0	4	1	
Post-Survey	1	1	3	0

7. How do you feel about reading during summer?

	Excited	Good	O.K.	Bad
Pre-Survey	0	0	0	5
Post-Survey	0	0	2	3

8. How do you feel about reading instead of playing?

	Excited	Good	O.K.	Bad
Pre-Survey	0	0	0	5
Post-Survey	0	0	0	0

9. How do you feel about going to a bookstore?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	3	1
Post-Survey	0	3	1	1

10. How do you feel about reading different kinds of books?

	Excited	Good	O.K.	Bad
Pre-Survey	0	3	1	1
Post-Survey	1	1	2	1

11. How do you feel when the teacher asks you questions about what you read?

	Excited	Good	O.K.	Bad
Pre-Survey	1	1	2	1
Post-Survey	2	0	2	1

12. How do you feel about doing reading workbook pages and worksheets?

	Excited	Good	O.K.	Bad
Pre-Survey	0	2	2	1
Post-Survey	0	3	1	1

13. How do you feel about reading in school?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	2	2
Post-Survey	1	1	2	1

14. How do you feel about reading your school books?

	Excited	Good	O.K.	Bad
Pre-Survey	0	2	1	2
Post-Survey	1	1	3	0

15. How do you feel about learning from a book?

	Excited	Good	O.K.	Bad
Pre-Survey	2	1	2	0
Post-Survey	5	0	0	0

16. How do you feel when it's time for reading in class?

	Excited	Good	O.K.	Bad
Pre-Survey	0	1	2	2
Post-Survey	1	1	2	1

17. How do you feel about the stories you read in reading class?

	Excited	Good	O.K.	Bad
Pre-Survey	0	0	2	3
Post-Survey	0	3	2	0

18. How do you feel when you read out loud in class?

	Excited	Good	O.K.	Bad
Pre-Survey	0	0	1	4
Post-Survey	2	2	0	1

19. How do you feel about using a dictionary?

	Excited	Good	O.K.	Bad
Pre-Survey	0	2	3	0
Post-Survey	1	4	0	0

20. How do you feel about taking a reading test?

	Excited	Good	O.K.	Bad
Pre-Survey	0	0	4	1
Post-Survey	0	1	2	2

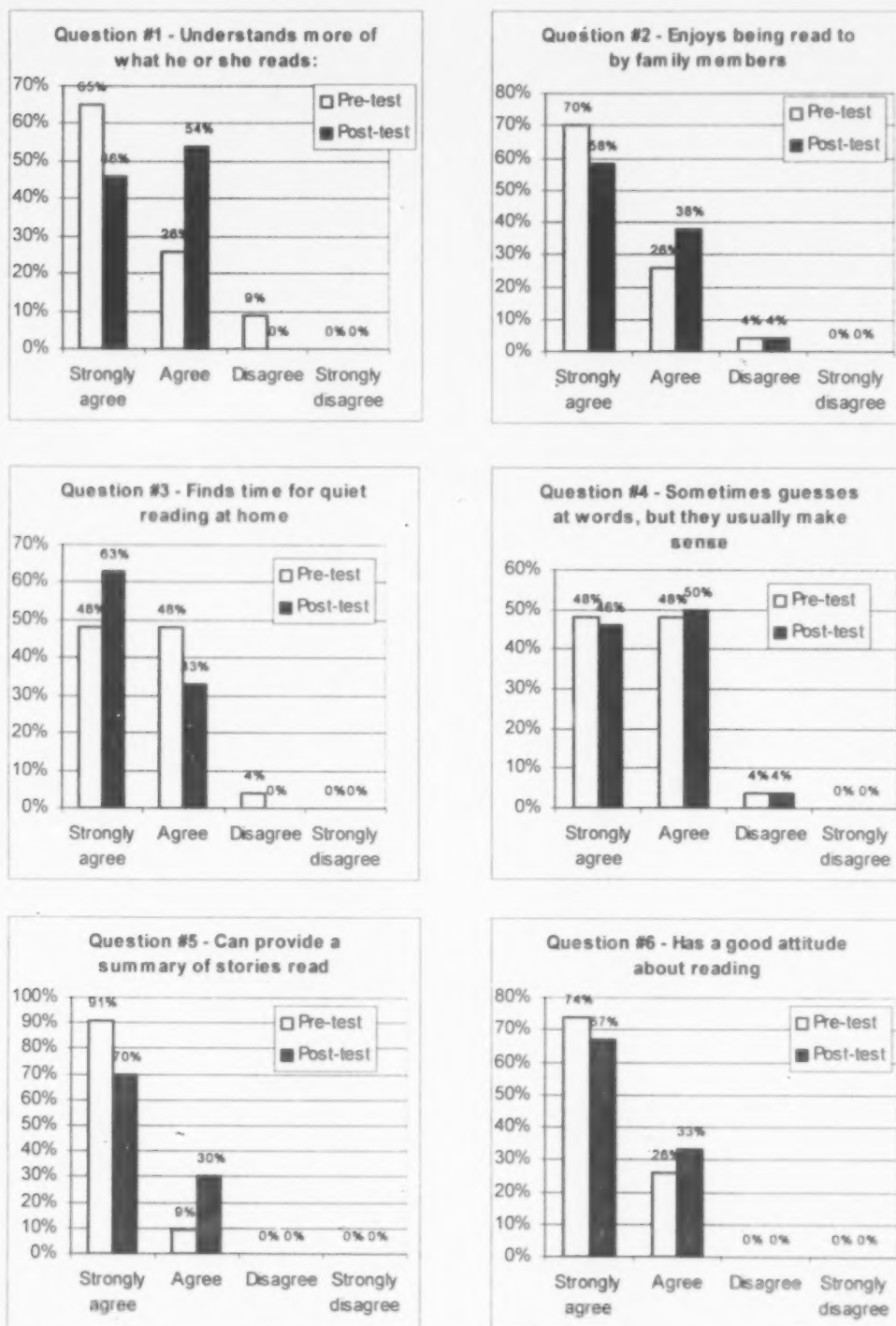
In addition to the student post survey, a parent post survey was used to evaluate whether parents could identify a change in their child's attitude. The post Attitudinal Scale for Parents was administered in all three classrooms in early January.

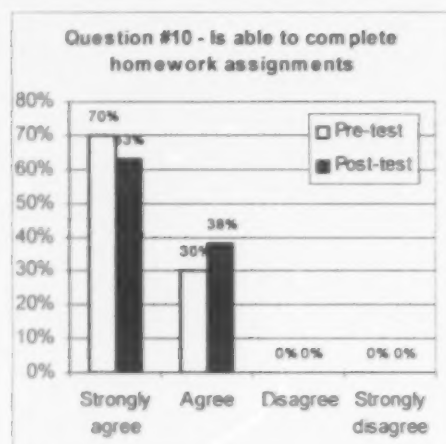
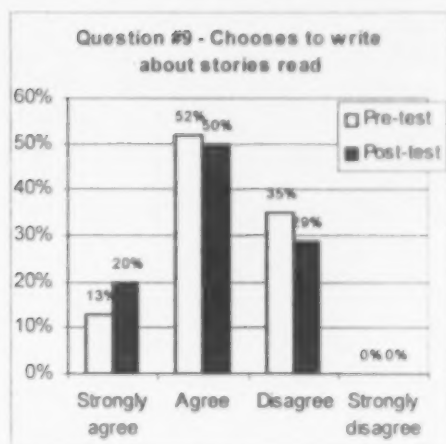
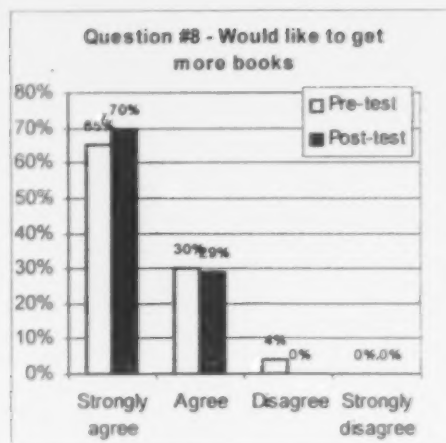
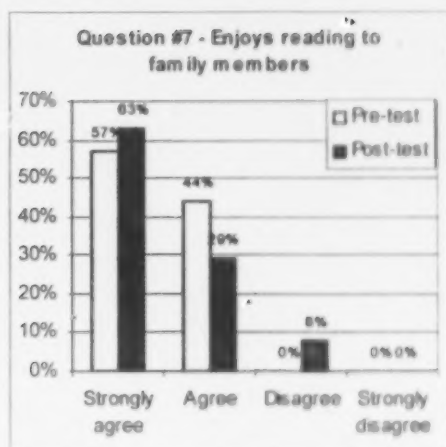
Class A

An illustration of the results for the pre- and post Attitudinal Scale for Parents can be seen in Figure 10. There was a 9 percent increase for parents feeling their child understands more of what he or she reads. In question two, the results remained consistent. Both surveys showed parents felt their child enjoys being read to by family members. There was a 4 percent increase of parents who believed their child finds time for quiet reading at home. In questions, four and five the findings remained the same. Both surveys showed parents believed their child sometimes guesses at words, but they usually make sense. They also believed their child could provide a summary of stories read. The same was true for question six, which stated their child has a good attitude about reading. Parents who believed their child enjoys reading to family members decreased from 100 percent to 92 percent in the post survey. In the eighth question, parents who felt their child would like to get more books increased from 95 percent to 99 percent. In question nine, parents who stated their child chooses to write about stories read increased by 5 percent. In the tenth question, the pre- and post- survey results were the same. All of the parents agree that their child is able to complete homework assignments. In

summary, when analyzing the pre- and post survey results parents viewed their child's attitudes toward reading as improving or within close proximity.

Figure 10.



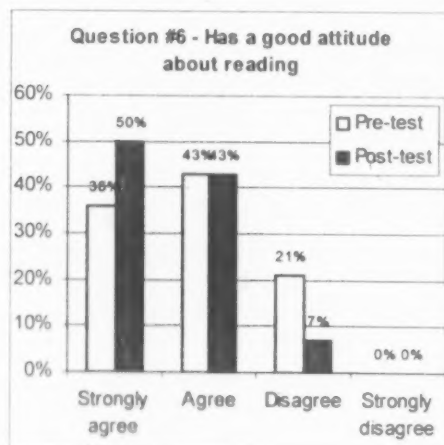
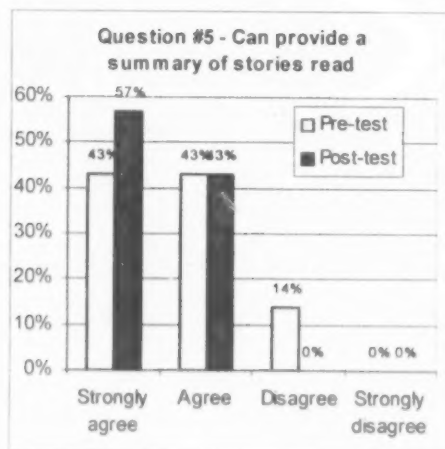
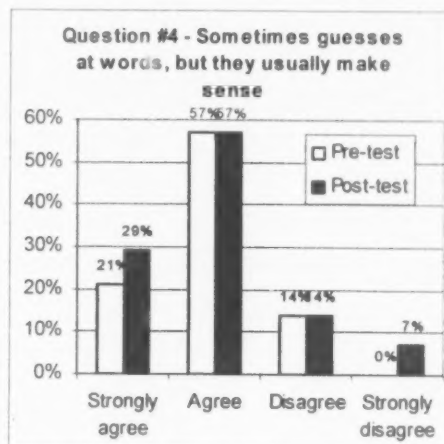
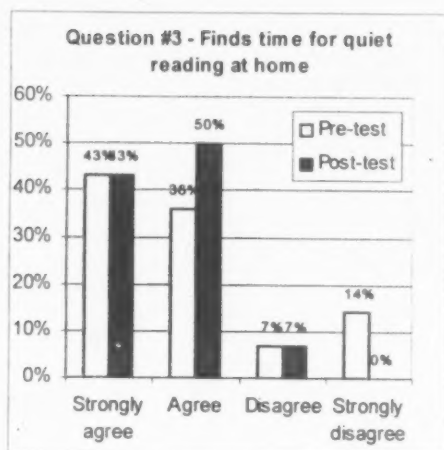
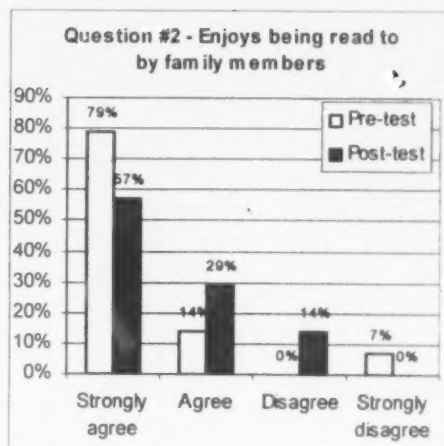
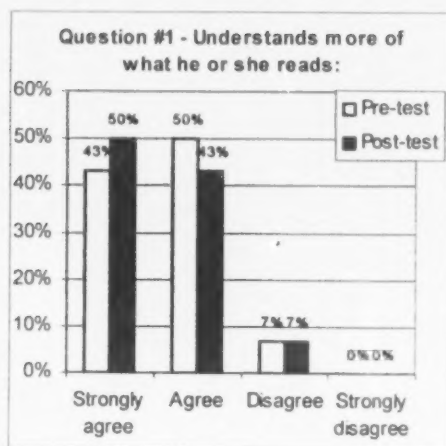


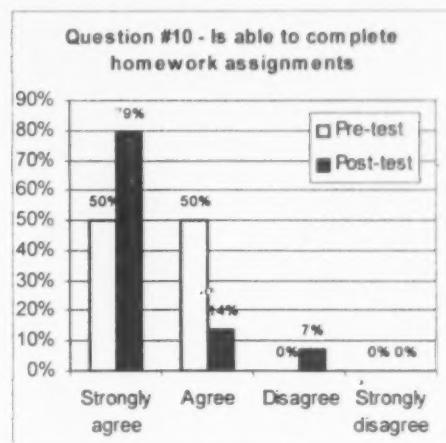
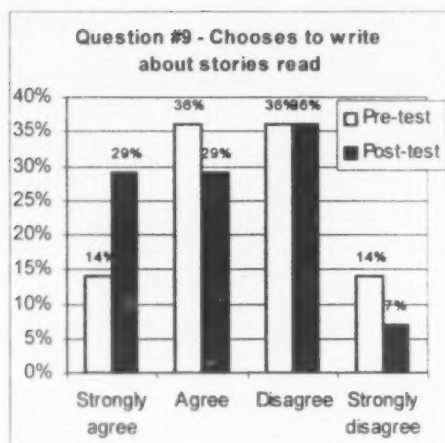
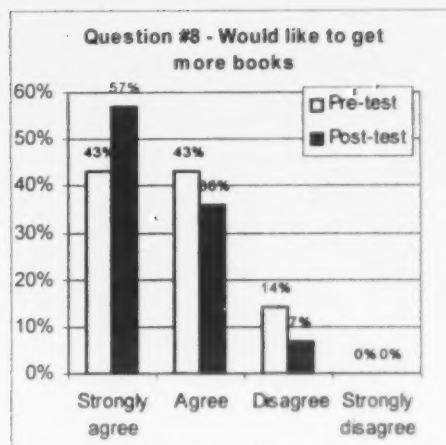
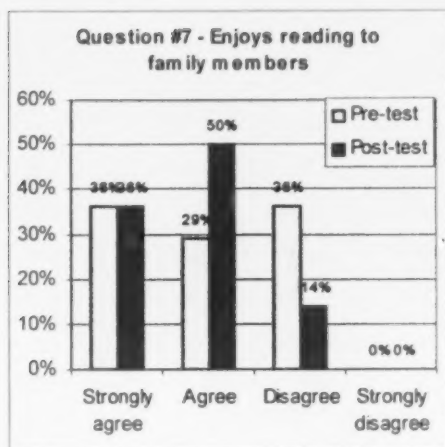
Class B

An illustration of the results of the pre-and post Attitudinal Scale for Parents can be seen in Figure 11. The results from question one of the survey remained consistent between the pre- and post survey results with 93 percent agreeing that their child understands what they read. There was a 7 percent decrease in parents who felt their child enjoys being read to by a family member. There was a marginal increase in parents feeling their child finds time for reading at home. For question four, there was an increase from 78 percent to 86 percent

of the parents feeling their child guesses at words when they read. One hundred percent of the parents in the post survey felt their child can provide a summary of stories read compared to 86 percent in the pre-survey. There was a 14 percent increase in parents detecting a good attitude towards reading by their child. A significant increase of 21 percent was found in question seven, where parents felt their child enjoys reading to family members. In question eight, the pre-survey results showed 86 percent of the parents felt their child would like to get more books, while in the post survey 93 percent of the parents felt that way. There was an 8 percent increase in parents experiencing their child wanting to write about stories read. For the tenth question, the results are confusing. The pre-survey results showed 100 percent of the parents agreeing that their child is able to complete homework assignments, while the post survey revealed 93 percent agree. What is curious is that the percentage of the parents that strongly agree in the post survey increased from 50 percent to 79 percent, where as the percentage of parents that agree decreased from 52 percent to 14 percent. The remaining 7 percent of parents chose to disagree that their child is able to complete homework assignments. To summarize briefly, the results from the pre and post-survey show an increase in parents feeling their child's attitude towards reading has improved.

Figure 11.



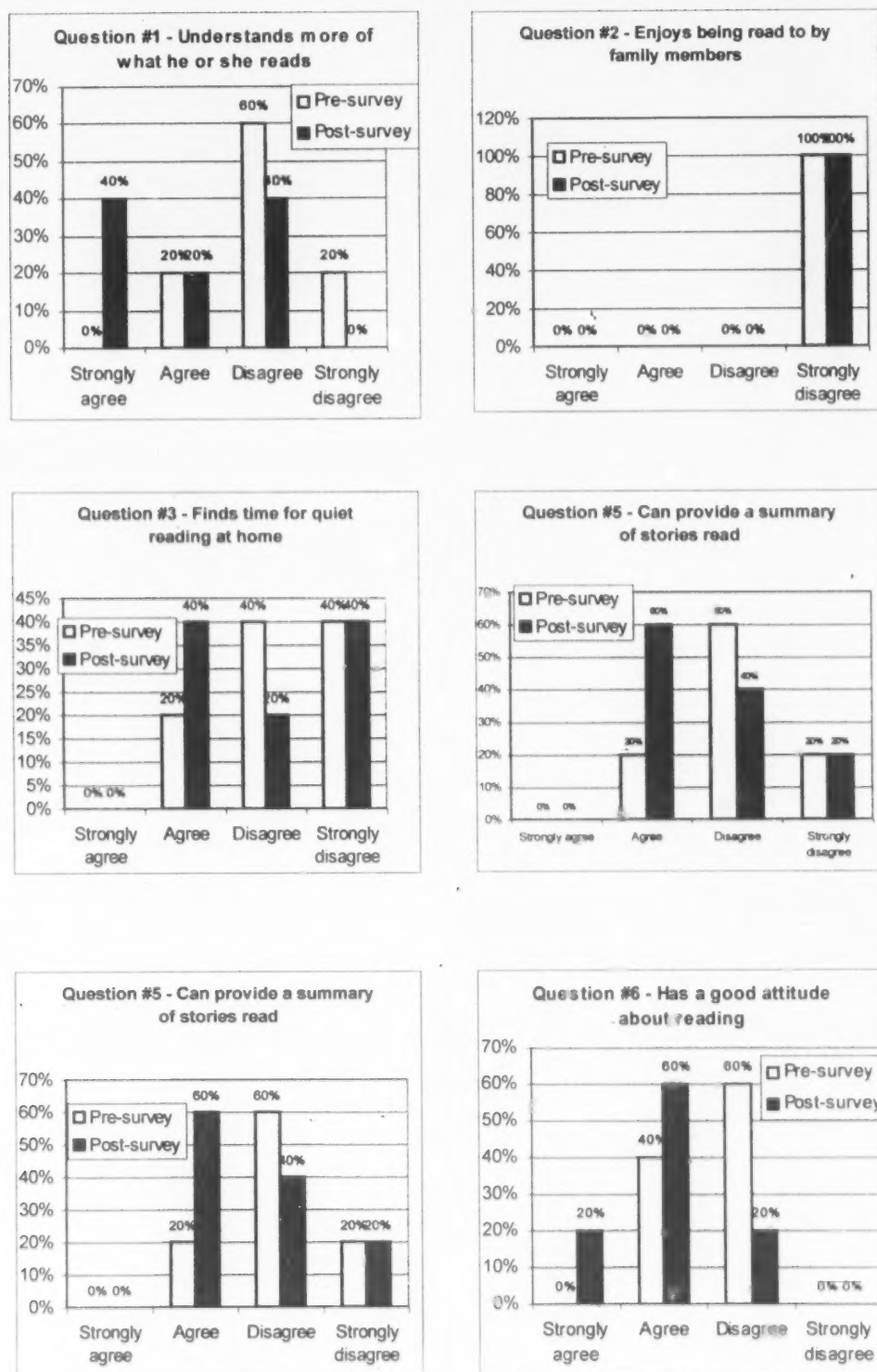


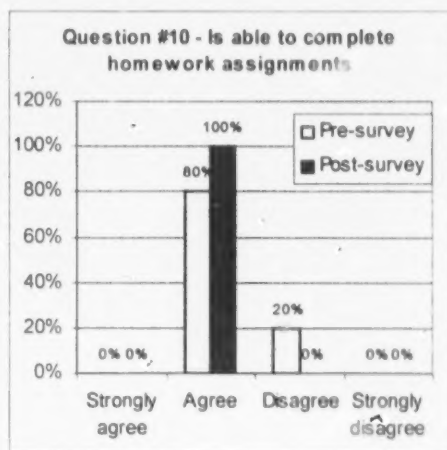
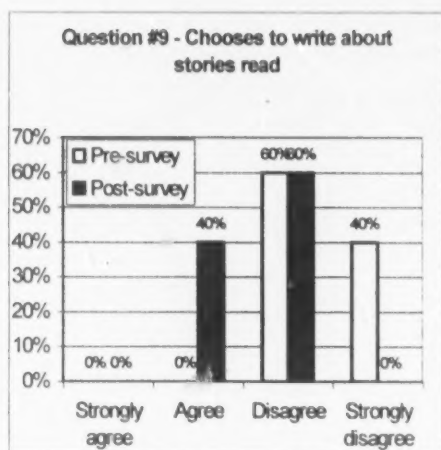
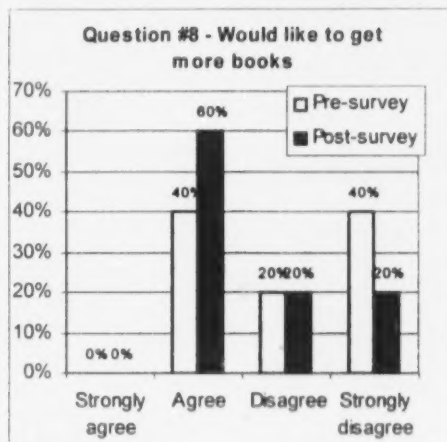
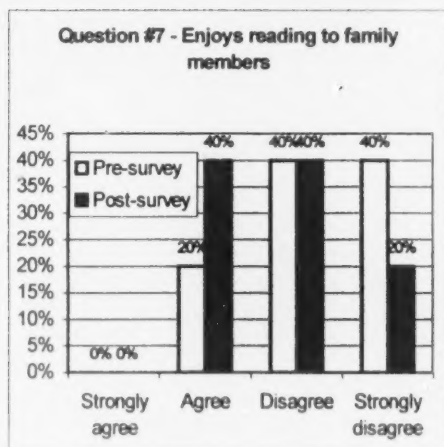
Class C

Figure 12 shows the results of the pre- and post parent survey. In question one, parents felt that their child understands more of what he or she reads increased from 20 percent to 60 percent. In question two, parents that believed their child enjoyed being read to by family members remained the same at zero percent. There was a 20 percent increase in parents who stated their child finds time for quiet reading at home. Likewise, on question four there was a

20 percent increase of parents stating their child sometimes guesses at words. A significant increase of 40 percent was shown in parents who stated their child could provide a summary of stories read. Similarly, there was a 40 percent increase in parents who felt their child had a good attitude toward reading. In question seven, parents who felt their child enjoyed reading to family members increased from 20 percent to 40 percent. Parents who felt their child would like to get more books increased from 40 percent to 60 percent. There was a significant increase of 40 percent of parents that feel their child can write about stories he or she has read. Finally, in the tenth statement there was a 20 percent increase of parents that felt their child is able to complete homework assignments. By in large parents felt their child's attitude toward reading improved after interventions.

Figure 12.





Conclusion and Recommendation

After analyzing the data there is a slight increase in students' test scores in the area of comprehension. Students' higher order thinking skills improved by using graphic organizers. The use of QAR techniques has benefited students across the curriculum by enabling them to read for meaning. Responding to literature gave students the time needed to reflect, to express themselves, to clarify their thinking, to communicate ideas, and to integrate new information into their base knowledge. A majority of the students enjoyed sharing their

responses, too. During discussion groups, students were taught how to effectively work with one another and how to respond to literature. Through guided reading, it was noted that reading the same text twice was a very effective approach to helping students develop reading fluency. Rereading was also an act of constructing more meaning from the text. It was also noted that a few students began performing some of the implemented strategies during independent reading, in turn becoming strategic readers.

Class A

When comparing the pre-and post parent surveys, there continued to be a positive reading attitude among all children. Student attitudes, as reflected in the Elementary Reading Attitude Survey, increased in the following areas: Students' attitudes about reading during free time at school and/or home and in the areas of reading silently and out-loud. Although students' attitudes decreased in the area of test taking their overall attitude toward reading has significantly increased for the better. Students negative attitude toward test taking may be attributed to the extreme amount of pressure placed on them to excel on the state assessment test. Students began preparing for this test in early September by completing many sample questions, simulations, and writing activities. With so much emphasis placed on these tests from the media as well as the district, teachers' and students' attention was diverted away from more important and enjoyable daily reading activities.

Class B

According to the parent survey, there have been many positive effects on students' attitudes. For example, the parent survey reflects an increase in their child's attitude about reading and that their child enjoys reading to family members. Parents have also indicated through the survey, that their child finds time for quiet reading, can guess accurately to decoding words and can provide a summary. According to the Elementary Reading Attitude Survey, students' attitudes increased in five areas. Students felt good about reading out loud, taking tests, starting a new book and learning from a book. More students would also like to receive a book as a present. A possible reason for areas which students' attitudes decreased could be contributed to the fact that students were given the pre-survey early in the year. During this time of year, students' attitudes toward reading and school in general were positive. As this year progressed students became less excited about some aspects of school and passive to daily activities.

Class C

On the contrary, students in the lower reading groups of Class C had an improvement with their attitude towards reading. Students feel better about reading for fun and the stories they read in class. Students also enjoy reading out- loud and learning from books. The attitude change in these students may be attributed to the fact that they began experiencing success in reading comprehension. Although the students read below grade level, they improved on

the eighth grade Gates-McGinitie significantly. Students used strategies learned in class to help them do better on the comprehension component of the test.

Recommendations for implementation of the balanced reading program:

1. Extra time is needed to prepare and incorporate strategies to the curriculum for student mastery.
2. Include more strategies to improve writing skills.
3. Place a greater emphasis on teaching and practicing phonic skills.
4. Integrate strategies across all content areas.

In conclusion, an effective literacy program must include both a multitude of print and language-rich activities such as reading to students, discussing stories, and writing frequently. Teacher's instructional strategies need to include a presentation of explicit, organized, and systematic skills. Plus, students need to be actively engaged throughout the phonics instruction rather than the use of traditional and passive techniques such as worksheets.

Provided in Appendix V is a recommended timeline for the presentation of skills to be taught from pre-school through fifth grade. Most children will be able to meet the timeline goals; however, some of the children will become independent readers earlier and some will need more time. Therefore, for the timeline to be effective, students must be assessed regularly. Tutoring should be recommended for those students who do not meet the expected student performance.

A balanced reading program has to be more comprehensive than what was initially envisioned. Programs that work are the result of dedicated teachers

and support staff who evaluate their programs and are open to new possibilities for meeting students' needs. In the final analysis, the goals of a balanced reading program are to enable every student with the opportunity to comprehend and read fluently, read for meaning, and be able to learn from reading.

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Elementary Reading Attitude Survey

School _____ Grade _____ Name _____

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1. How do you feel when you read a book on a rainy Saturday?



JIM DAVIS

2. How do you feel when you read a book in a school during free time?



JIM DAVIS

3. How do you feel about reading for fun at home?



JIM DAVIS

4. How do you feel about getting a book for a present?

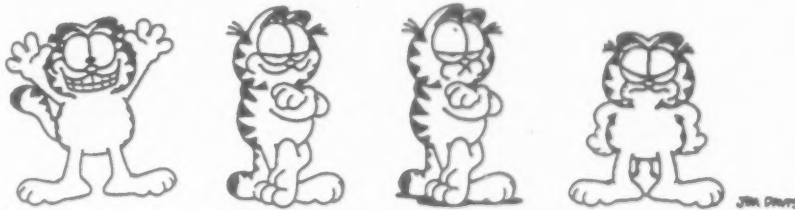


JIM DAVIS

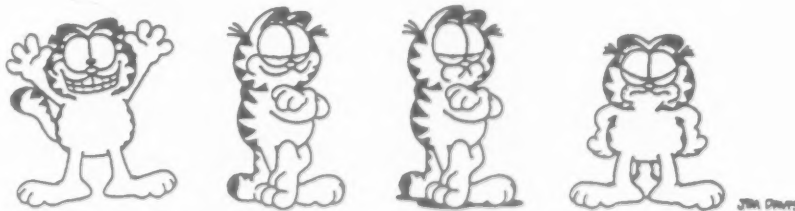
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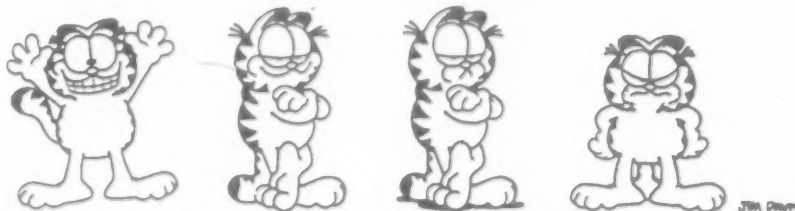
5. How do you feel about spending free time reading?



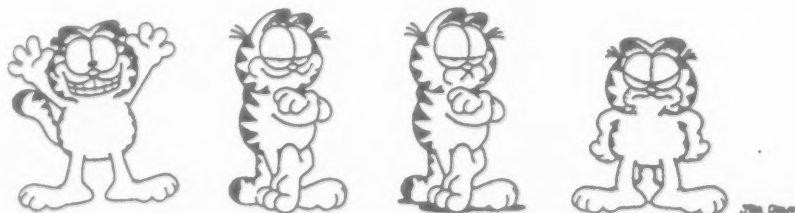
6. How do you feel about starting a new book?



7. How do you feel about reading during summer?



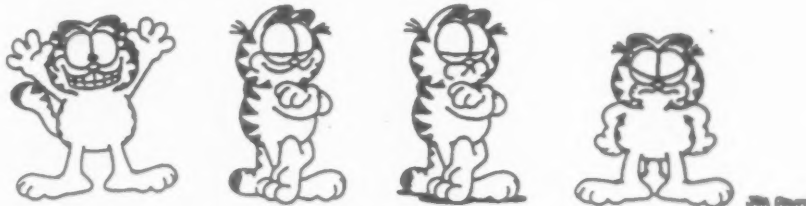
8. How do you feel about reading instead of playing?



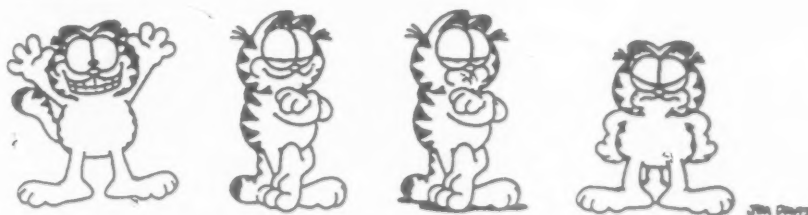
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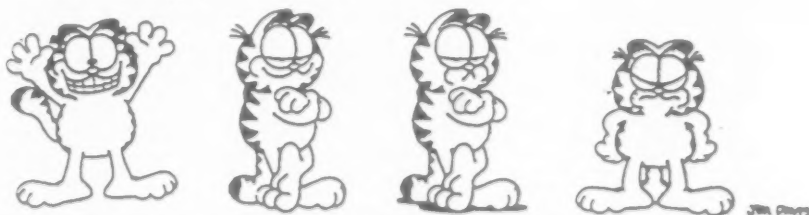
9. How do you feel about going to a bookstore?



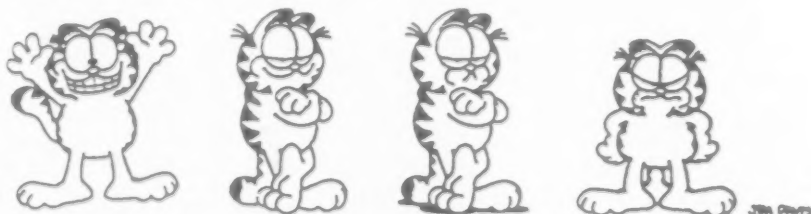
10. How do you feel about reading different kinds of books?



11. How do you feel when the teacher asks you questions about what you read?



12. How do you feel about doing reading workbook pages and worksheets?



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13. How do you feel about reading in school?



Jim Davis

14. How do you feel about reading your school books?



Jim Davis

15. How do you feel about learning from a book?



Jim Davis

16. How do you feel when it's time for reading in class?

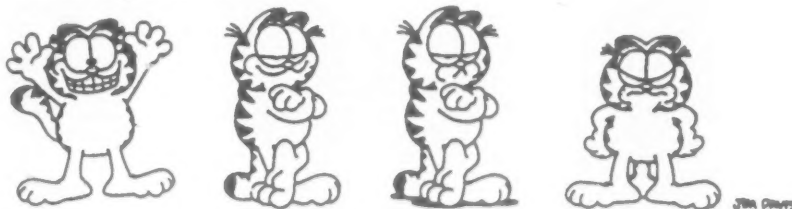


Jim Davis

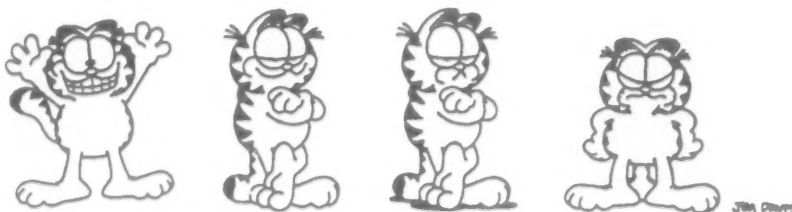
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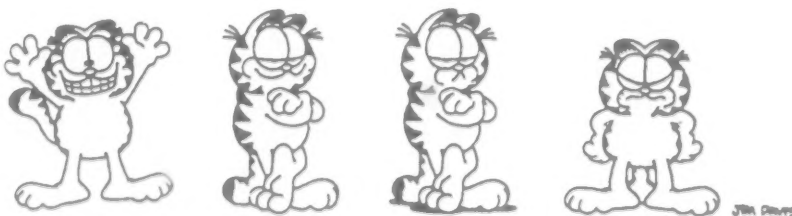
17. How do you feel about the stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?



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Elementary Reading Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

Scoring Guide

- | | |
|----------|---------------------------|
| 4 points | Happiest Garfield |
| 3 points | Slightly smiling Garfield |
| 2 points | Mildly upset Garfield |
| 1 point | Very upset Garfield |

Recreational reading

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Raw score: _____

Academic reading

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Raw score: _____

Full scale raw score (Recreational + Academic):

Percentile ranks

Recreational

Academic

Full scale

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Appendix B
Attitudinal Scale for Parents

89

Child's Name: _____ Date: _____

Please indicate your observation of your child's reading growth since the last report. Feel free to comment where appropriate.

A = Strongly agree
B = Agree

C = Disagree
D = Strongly disagree

My child:

- | | | | | |
|---|---|---|---|---|
| 1. Understands more of what he or she reads. | A | B | C | D |
| 2. Enjoys being read to by family members. | A | B | C | D |
| 3. Finds time for quiet reading at home. | A | B | C | D |
| 4. Sometimes guesses at words, but they usually make sense. | A | B | C | D |
| 5. Can provide a summary of stories read. | A | B | C | D |
| 6. Has a good attitude about reading. | A | B | C | D |
| 7. Enjoys reading to family members. | A | B | C | D |
| 8. Would like to get more books. | A | B | C | D |
| 9. Chooses to write about stories read. | A | B | C | D |
| 10. Is able to complete homework assignments. | A | B | C | D |

Strengths I see: _____

Areas that need improvement: _____

Concerns or questions I have: _____

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In reading class you have been responding to literature you have read in class or at home. You are writing these responses in your notebook or your reading folder. I hope to learn about what you are like as a reader from your responses.

Here are some examples of ways you can continue to respond to literature:

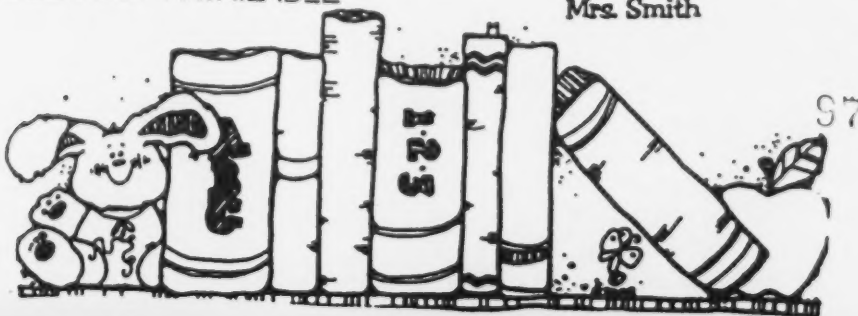
- What is something that made you laugh or feel sad?
- What is something you didn't understand?
- What do you think might happen next in the story?
- What kind of person is the main character?
- How would you rate the book? Why?
- What did the story remind you of in your life or in other books?
- Why did you choose your book?
- What book might you read next?
- How are you changing as a reader?
- This story teaches...
- I was surprised when...
- (Character's name) probably ...
- I cannot believe...
- If I were (character's name), I would(n't) ...
- I can relate to this chapter/story because...
- I feel sorry for (character's name) because...
- I know how (character's name) feels because...
- If this story were set in a different place or time, it would(n't) really affect the story because...
- As I read this chapter/story, I wondered why
- This is a good/bad title for this story/book because.
- This book/story reminds me of the book/story ... because...
- I felt the author didn't give me enough information to really get to know (a character's name) because...
- The most interesting part of this passage is...
- The author probably wrote this passage because...

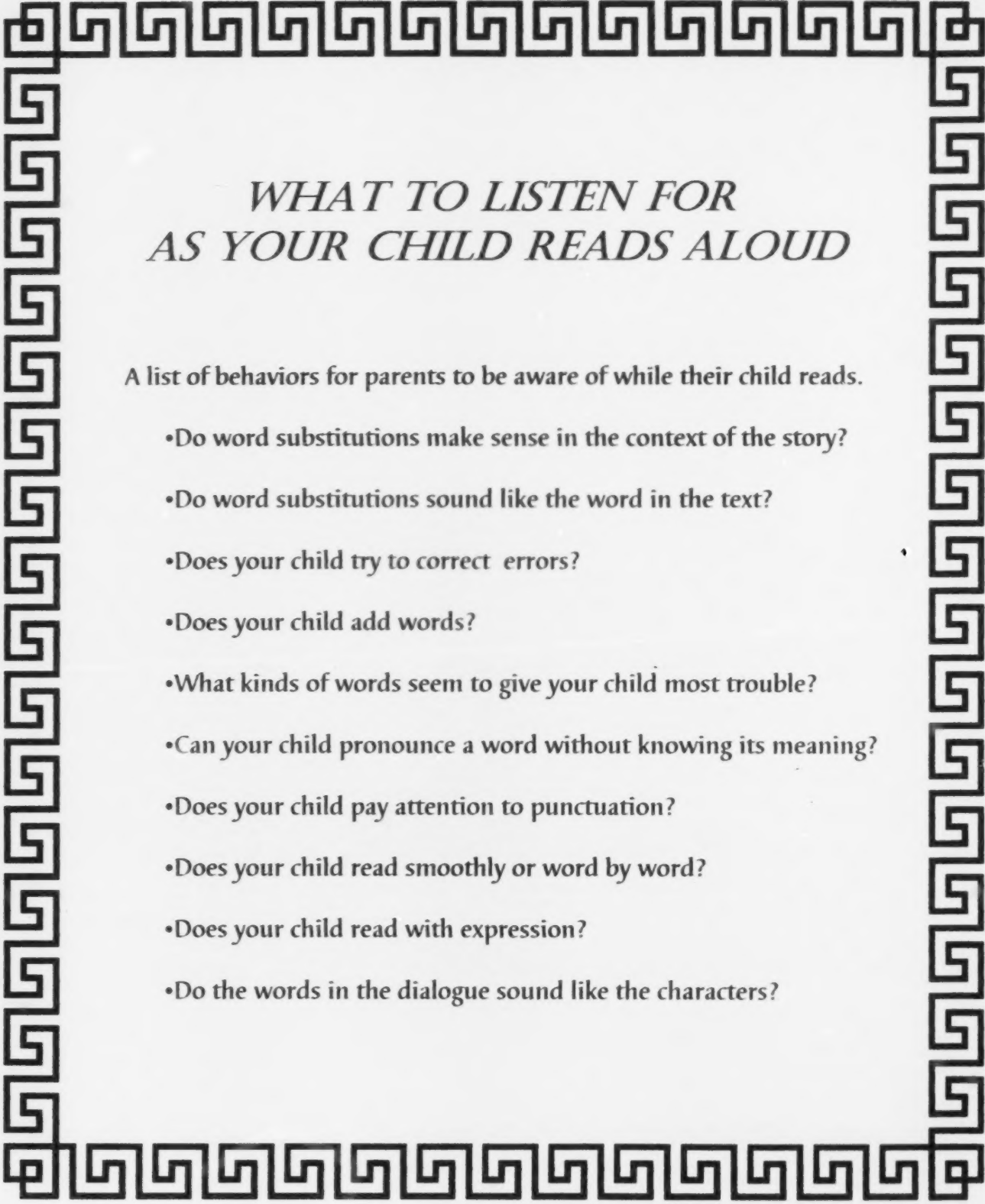
The two most important things to show me through your responses is what you are thinking about books/stories and what you notice about yourself as a reader.

Happy Reading!

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Sincerely,
Mrs. Smith





WHAT TO LISTEN FOR AS YOUR CHILD READS ALOUD

A list of behaviors for parents to be aware of while their child reads.

- Do word substitutions make sense in the context of the story?
- Do word substitutions sound like the word in the text?
- Does your child try to correct errors?
- Does your child add words?
- What kinds of words seem to give your child most trouble?
- Can your child pronounce a word without knowing its meaning?
- Does your child pay attention to punctuation?
- Does your child read smoothly or word by word?
- Does your child read with expression?
- Do the words in the dialogue sound like the characters?

Tips to Help Your Child Become a Better Reader (And Love Books!)

1. Set aside a special time for home reading every day. Try to avoid scheduling a time when your child would rather be doing something else.
2. Make reading time as pleasurable and comfortable as possible so that your child develops warm feelings for books and reading.
3. Notice when your child seems to tire. A book can always be finished the next day—or the day after that.
4. Try different ways of reading.
 - ◆ Listen to a reading by your child and show the pleasure you take in hearing a good story.
 - ◆ Read to your child when the youngster is not yet able to read a book that he or she loves.
 - ◆ Read along with the child when a book is somewhat difficult.
 - ◆ Encourage your child to read part of a book silently and tell you about it.
5. When your child comes to an exciting part, ask the youngster to guess what might happen next. Then check to see if the prediction was right.
6. When your child finishes reading, talk about the story and the illustrations. Tell each other the parts you liked and didn't like, or what the story reminded you of in your own lives.
7. When your child gets stuck on an unfamiliar word:
 - ◆ Wait for a while so the child can think about it.
 - ◆ Suggest that the child look at an illustration for a clue.
 - ◆ Remind the child to look at the first letter, read the line again, and make a guess that makes sense.
8. Some things you can look and listen for when your child reads:
 - ◆ Was the reading fluent or word-by-word?
 - ◆ Does the child pay attention to punctuation?
 - ◆ Do the errors make sense? (That shows the child understands the story.)
 - ◆ Do the errors look like the word in the story?
 - ◆ After an error, does the child self-correct or keep going?

What I Know

What I Want to
know

Where I can
learn it?

What I
learned

FAT AND SKINNY QUESTIONS

Topic _____

FAT?

SKINNY?

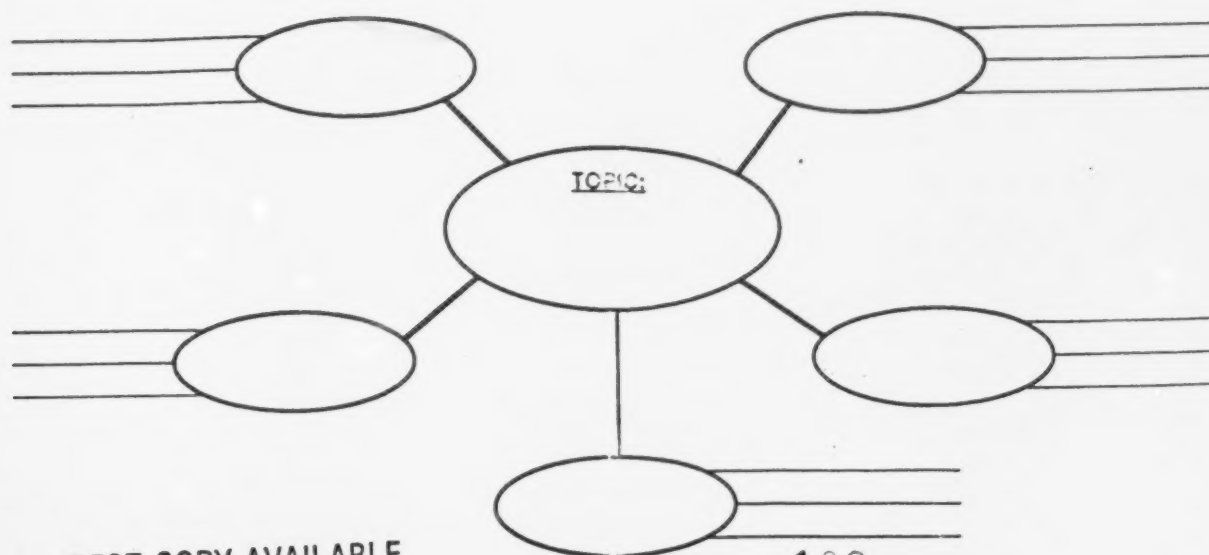
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Comparison/Contrast Organization Form

What is being compared/contrasted?	
On what?	
Alike?	Different?
On what?	
Alike?	Different?
On what?	
Alike?	Different?

Figure 2. Comparison/contrast organization form. Note. From "Developing Successful Writers Through Cognitive Strategy Instruction" by C.S. Englert and T.E. Raphael (1990), in J. Brophy (Ed.), *Advances in Research on Teaching*, Greenwich, CT: JAI Press. Reprinted by permission.

Expert Organization Form



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Figure 4. Expert organization form. Note. From "Developing Successful Writers Through Cognitive Strategy Instruction" by C.S. Englert and T.E. Raphael, 1990, in J. Brophy (Ed.), *Advances in Research on Teaching*, Greenwich, CT: JAI Press. Reprinted by permission.

Upper Elementary Organizer

My How You've Changed

My Name _____

Book Title _____

The Main Character's Name _____

What he or she was like at the beginning

What he or she was like at the end

Evidence

Possible Reasons for the Change

Evidence

104

105

1. STORY MAP

Appendix H

97

Title: _____

Author: _____

Setting

Characters:

Place:

Time:

Problem:

**Events
Leading
to
Resolution**

Resolution:



Character Study



The book title is _____ . The author is _____ .

Who?	Did What?	When?	Where?	Why?

Appendix H

99

Figure 49

Compare/Contrast Venn Diagrams

Name _____

Date _____

A.



B.



Unique to A.

Unique to B.

Similarities

110

111

THE FRAME

82

101

Name(s):

Appendix J

1	2	3	4
5	6	7	8

112

113

THE COOPERATIVE THINK TANK II

QUESTION ANSWER RELATIONSHIPS - 4 Types of Questions

In the Book QAR's

Right There

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are **Right There** in the same sentence.



Think and Search (Putting it Together)

The answer is in the selection, but you need to put together different pieces of information to find it. Words for the question and words for the answer are not found in the same sentence. They come from different places in the selection.



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Text - page 51

In My Head QAR's

Author and You

The answer is not in the story. You need to think about what you already know, what the author tells you in the text and how it fits together.



On My Own

The answer is not in the selection. You can even answer the question without reading the selection. You need to use your own experience. Students ask this type of question to bring out their prior knowledge



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Building Criteria For Literature Response (Upper Elementary)

When We Write About Our Reading, We Might...

- ◆ describe what we wonder about or don't understand (question)
- ◆ guess what might happen in the story (predict)
- ◆ tell whether our predictions were right (confirm)
- ◆ tell what a character is like and offer evidence for our opinions
(describe and justify)
- ◆ copy words or phrases that we like (quote)
- ◆ tell what or who the story reminds us of in our own lives
(make personal connections)
- ◆ figure out the big idea or theme the author may be trying to get across
to us (analyze)
- ◆ describe the story's problem and how it was solved (explain)
- ◆ tell what we'd have done differently if we were the author (invent)
- ◆ list the subjects and situations a particular author writes about in
different books (analyze)
- ◆ explain what makes one book better or worse than another
(evaluate and compare)
- ◆ describe the way an author writes beginnings, endings, chapter titles (analyze)
- ◆ show how two characters are alike and different (compare)
- ◆ rate the book and give the reasons for our opinion (evaluate and justify)
- ◆ tell why we chose a book (explain)
- ◆ name someone we'd recommend a book to and why (infer and justify)
- ◆ point out any changes we notice in our preferences for books, series,
genres, or authors (analyze)
- ◆ give reasons for abandoning a book (justify)
- ◆ tell what we plan to read next (plan)
- ◆ the kind of help we'd like our teacher to give us (analyze and plan)

Figure 67b

Home Reading Record Form

_____ 's Home Reading Record in Grade _____
 (child's name) (teacher)

Title of Book	Parent/Teacher Comments	By Child	Read To Child	With Child	Date	Parent Initials
117	BEST COPY AVAILABLE					118

READING LOG

I have read and written responses for . . .

Title and Author/Chapter	Pages	Too Easy	Too Hard	Just Right
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

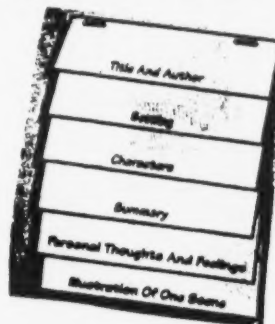
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September Book Report

Our unit theme in reading is "A Watery World." We are reading stories where the people and animals live on, in, or near water, particularly the sea. The fiction and nonfiction stories explore nature, technology, and the interdependence of all creatures, including humans. This month's book report will need to be based on a story related to "A Watery World." Please see me for approval before you begin your report and project.

Book Report "Flap Books"

Your book report will be presented in a flap-book format. You will be provided with three sheets of unlined white paper. The sheets will be folded and stapled. The first flap will be used for the title and author. The second flap will be used to describe the setting. A description of the main characters will be on the third flap and a complete summary will be written on the fourth flap. You will write your own personal thoughts and feelings on the fifth flap. The last page-the largest- is used for an illustration about the book.



Project "Underwater Diorama"

You may create any form of underwater diorama to go along with the reading unit OR you may create a diorama that relates directly to your book report. Please read the attached page for further directions.

***Both the book report and project will be due on September 30, 1998.
They will be displayed during open house.***

Name

Today's date

October 14, 1998

Dear Parents of Reading 3C,

HELLO! I just wanted to let you know what is happening in our reading class. This month I am having the children complete a Home Reading Record Form. I have told the children to read for at least 15 minutes every night and record it on their form. They do not have to do the required reading on the weekend. I will be checking the forms periodically. I will collect the form on October 30, 1998. The students also have a blue Well-Rounded Reader Log form in their folder. This form is for them to be filling out to recognize the types of books they are reading in class and at home. The goal is for them to try to fill each genre section by the end of the school year.

In addition, I am assigning a book report. Every month we will have some kind of "Read, Reflect, and Share" through a book report. Last month the students had the diorama and flap book. This month I am giving the students a "Comic Strip" book format for their monthly book report. The students will have to show me the chosen book, complete a Student Contract, and have a final product (The Comic Strip) to present to their small base group within our class. The Comic Strip will be due by October 30, 1998. We will have class presentations on that day. Attached you will see what I have given to the class. Plus, I will supply any construction paper the students may need. If they would like to put it on poster board or the computer that is their choice. You may help your child with how to use the ruler for dividing the paper into even sections.

I want these monthly book reports to be enjoyable, educational, and motivating to help children become successful readers. At the end of each month I will have the students complete a Project Evaluation Rubric (Page 15) and a Student Self-Evaluation Form (Page 127) to reflect on the book report assignment.

I will be looking forward to the Comic Strips! You will have the opportunity to see them displayed in the hall during conferences.

Student Contract

Name _____ Date _____

The book I am reading is _____

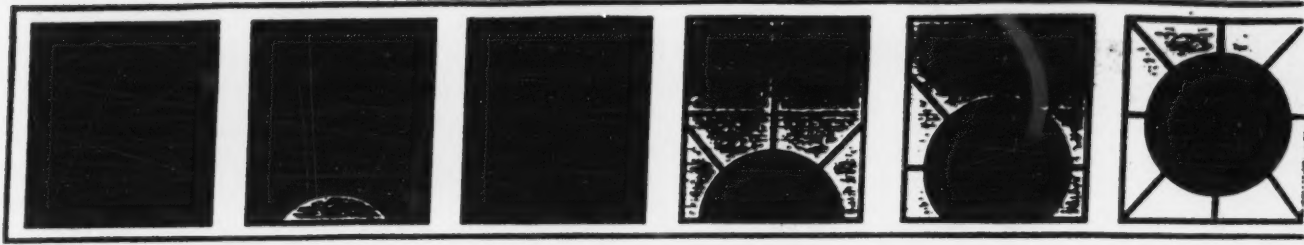
The author is _____

For my project I plan to _____

I plan to be finished with my project on _____

I have met with my teacher to discuss my book and project on these dates.

Here is a brief summary of the book I read. _____

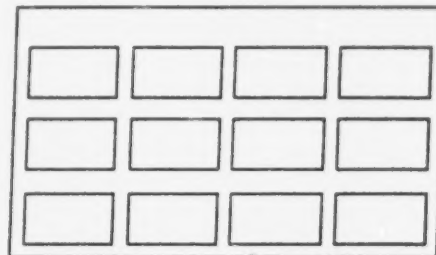


Comic Strip

A comic strip is a fun way to tell a story. Each square, or panel, of the comic strip shows a different part. When all the squares are complete, the entire story has been told. Create a comic strip for a book you just read.

Possible Materials

- writing paper
- pencil
- posterboard
- ruler
- crayons or markers



Procedure

1. Choose 10 to 12 story events that you think are the most important. Write them down.
2. Number the story events so that they are in the order in which they happened.
3. Now, hold the posterboard sideways. Using the ruler, divide the posterboard into 10 to 12 even squares. Leave some space at the top.
4. Then in the squares draw pictures for each of the story events you listed.
5. Write a caption under each picture, or make the characters talk by adding speech balloons.
6. At the top of the posterboard, write the title of the book, the author's name, and your name.
7. Share your comic strip with the class.
8. Evaluate your work.



Be sure to draw detailed pictures.

Comic Strip

Name _____ Title of Book _____

Author _____ Type of Book _____

Below are criteria to help you evaluate your project. Look at your project and evaluate your work.

	Excellent	Good	Fair	Poor
1. Content: The comic strip shows the main events of the book.				
2. Drawings: The drawings are neat, easy to view and recognize, and applicable to the story.				
3. Organization: The information is presented in an understandable manner. The events occur in the order in which they happened in the book.				
4. Neatness: Mistakes have been neatly corrected.				
5. Creativity: Your ideas about the book are presented in a creative manner.				
6. Effort: Describe your effort on this project.				

If you write and present another comic strip as a book project, what might you do differently? _____

STUDENT SELF-EVALUATION FORM

Your name: _____

Date: _____

Title of project: _____

Type of project:

☐ art

☐ radio program

☐ TV show

☐ speech

☐ written work

☐ other _____

Strengths of this project (what's good about it):

Weaknesses of this project (how it could be better):

Interesting experiences you had while working on this project:

Skills you practiced while working on this project:

Advice for anyone else trying this kind of project:

Comments (use the back of this paper or another sheet):

November 16, 1998

Dear Parents and Students of 3C Reading,

We have been learning a lot about fairy tales and tall tales. We have also been doing many different activities to understand the story elements.

The November/December book report will have two parts. The first part will be a form used to explain the story elements. The second part will be an open choice of activities to describe their story. Both parts can be turned in together by December 10, 1998.

If you need a book, I have numerous fairy tales and tall tales in my classroom. All you need to do is sign them out.

Part 1

Your choices for the story elements include the following pages: (You can use the form or duplicate it on construction paper or poster board.)

1. Story Pyramid form
2. Story Elements graphic organizer
3. Story Mapping form

Part 2

Your choices to describe your story include the following list of activities. I am not giving you a copy of all of them. Just let me know which one you are interested in and I will give you a copy of the directions.

1. People Pop-Ups
2. Book Mobile
3. Giant Post Card
4. Stand-Up Time Line
5. Collage
6. Character Profile
7. Character Bag
8. Book Jacket Jamboree

I want you to inform me of your choice of a fairy tale or tall tale by Friday, November 20, 1998. I would like the version of the fairy tale or tall tale to be of at least third grade reading level. If you are not sure if it qualifies, then just ask me!

Parents please sign below letting me know you are aware of our next book report project. Thank you for your support. The children are really enjoying this unit!

Sincerely,

Mrs. Smith

(Please return only this bottom portion to me.)

Dear Parents,

I think I am interested in the fairy tale/tall
tale _____.

Love,

We are aware of our child's book report project.

Parent signature: _____

Story Pyramid

(Brenda Waldo)

1. _____

Name of main character.

2. _____

Two words describing main character.

3. _____

Three words describing setting.

4. _____

Four words stating problem.

5. _____

Five words describing one event.

6. _____

Six words describing second event.

7. _____

Seven words describing third event.

8. _____

Eight words describing solution.

Appendix O

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STORY ELEMENTS GRAPHIC ORGANIZER

First, draw a picture to coordinate with each labeled box (Characters, Setting, Problem, and Solution).

Then write 3 to 5 sentences describing each element. You can write these sentences on a separate sheet of paper and attach it to the Graphic Organizer form.

Name: _____

Title of book: _____

CHARACTERS

SETTING

PROBLEM

SOLUTION

131

132

Story Mapping

1

THE SETTING
Characters:
Place:

↓

THE PROBLEM

↓

THE GOAL

↓

EVENT 1

↓

EVENT 2

↓

EVENT 3

↓

EVENT 4

↓

EVENT 5

↓

EVENT 6

↓

EVENT 7

↓

THE RESOLUTION

133

People Pop-Ups

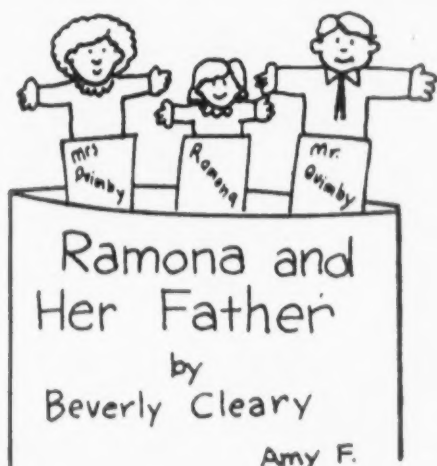
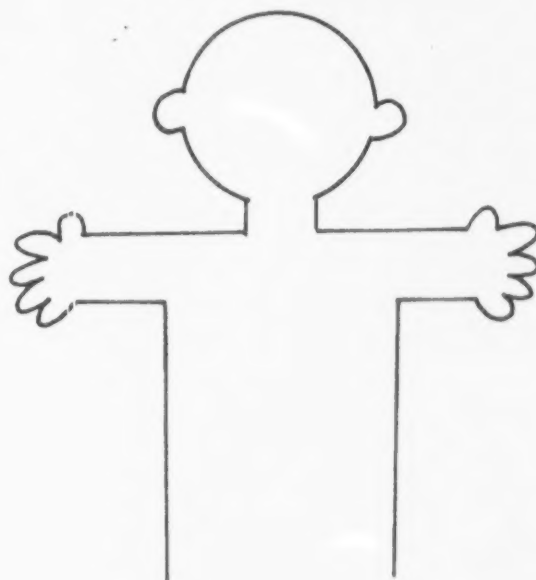
Make people pop-ups for characters in a book you have read.

You need:

one sheet of white drawing paper
six 2" X 6" strips of construction paper
one 9" X 12" sheet of construction paper
glue
crayons

Directions:

1. On white paper, draw the outlines of the top half of three people. (You may trace the one at the right.)
2. Draw faces and clothing to make the figures look like three characters from the book.
3. Glue each character between two of the strips of construction paper.



4. Write each character's name on the front of the strip and a short description on the back.
5. Fold the 9" X 12" paper like a book cover. Glue the sides and bottom edges together to form a "pocket."
6. Write the title, author, and your name on the front. Pop the people inside so that they are peeking out!

Jot down any special instructions from your teacher here.

**Book
Project**

Brainwork! Make a puppet show using your people pop-ups.

Book Mobile

Make a mobile about a book you have read.

You need:

wire hanger
string
white or light-colored paper
crayons or markers
glue or stapler
hole punch or tape

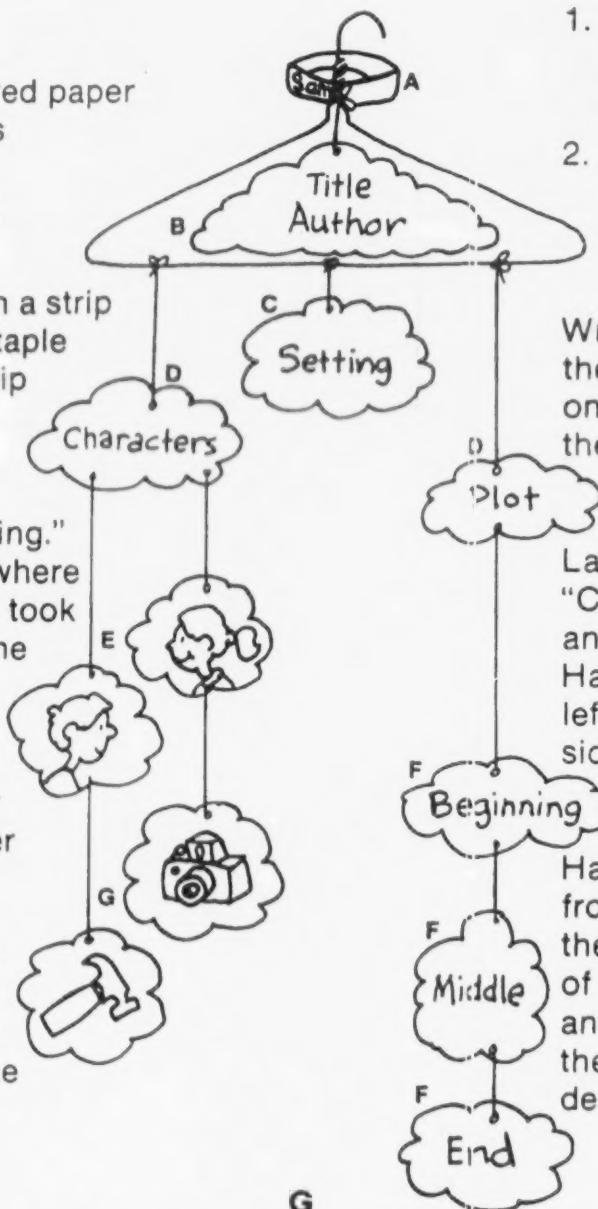
Directions:

1. Cut out paper cloud shapes like the ones shown.
2. Assemble the mobile from top to bottom by following steps A-G.

A
Write your name on a strip of paper. Glue or staple it into a loop and slip it over the hook.

C
Label a cloud "Setting." On the back write where and when the story took place. Hang from the bottom center.

E
Hang one cloud for each main character in the book from the cloud labeled "Characters." Draw the character on the front, and write the character's name on the back.



B
Write the title and the author of the book on a cloud. Hang inside the hanger from center.

D
Label one cloud "Characters" and another "Plot." Hang them from the left and right sides of the hanger.

F
Have three clouds hang from the "Plot" cloud. On the fronts, draw pictures of the beginning, middle, and end of the book. On the backs, write short descriptions.

G
Have a smaller cloud hang from each character. Draw an object on it that goes with that character.

Book Project

Brainwork! Write two riddles about the book.

Giant Post Card

Make a giant post card about a book you have read.

You need:

12" X 18" construction paper
crayons
lined writing paper
glue

Directions:

1. Use the 12" X 18" construction paper to make a giant post card. On one side, write the title and author of the book. Then draw a large illustration.
2. On the lined paper, write a letter to the author telling what you liked about the book. Remember to use correct letter form.
3. Turn to the blank side of the construction paper. Glue your finished letter on the left half. On the right half, address the "post card" to the author, and write your return address. Draw a colorful stamp in the top, right-hand corner.



	From _____ _____ _____ To _____ _____ _____
--	---

Jot down any special instructions from your teacher here.

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**Book
Project**

rainwork! If you were to make a set of five post cards about the book, which scenes could you include and why?

Stand-Up Time Line

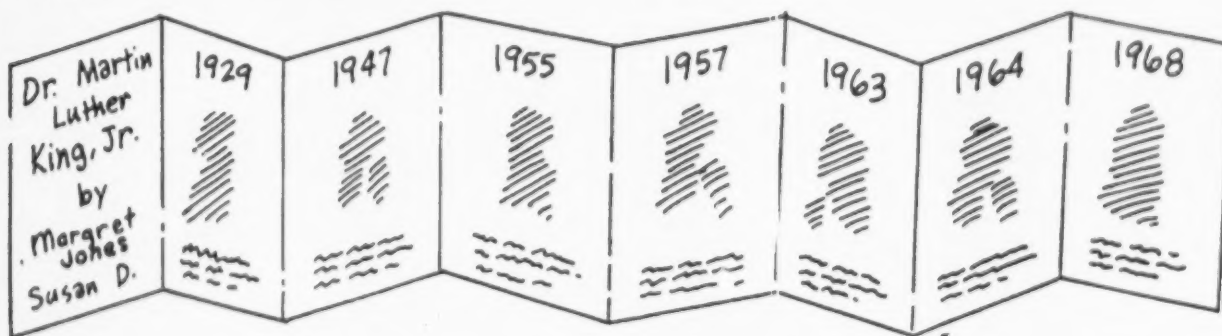
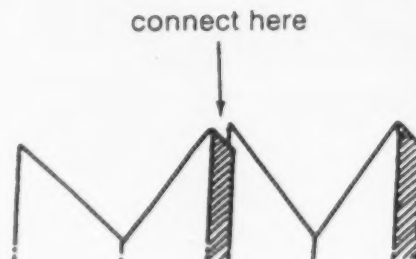
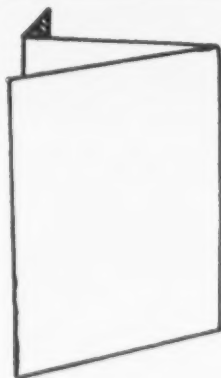
Make a stand-up time line about a book you have read.

You need:

four sheets of 9" X 12"
construction paper
crayons
glue

Directions:

1. Fold a $\frac{1}{2}$ " edge on one side of each sheet of paper. Then fold the paper in half, as shown.
2. Connect the four sheets by gluing the $\frac{1}{2}$ " folded edge to the next sheet as shown.



3. On the first panel write the title, author, and your name.
4. To make the time line, write seven important dates in order on the top of the panels as shown. If your book does not give dates, use the words *first*, *second*, *third*, *fourth*, *fifth*, *sixth*, and *last* for your panels.
5. Write a sentence at the bottom of each panel describing the event.
6. Illustrate each event above its description.

Not down any special instructions from your teacher here.

**Book
Project**

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rainwork! Choose seven important dates or events in your life. Make a stand-up time line about yourself.

Collage

Description

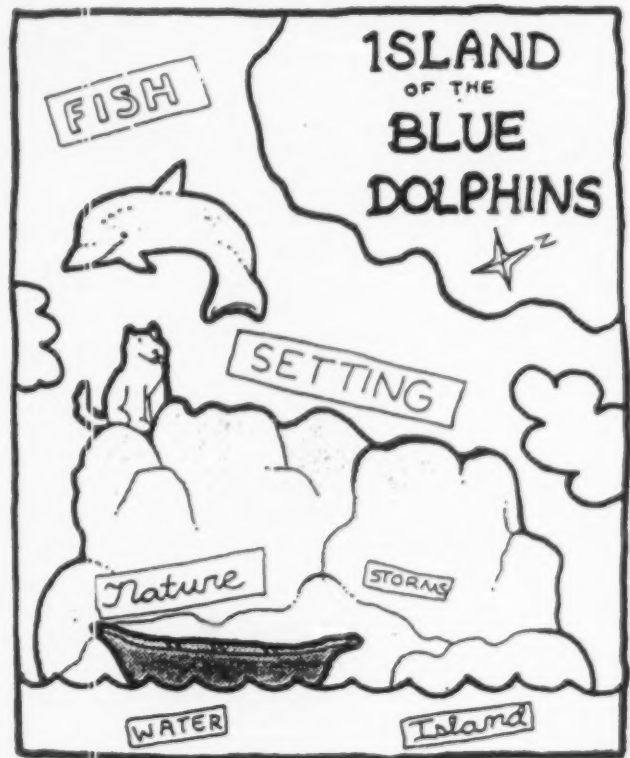
A collage is a visual statement that uses words and pictures to communicate an idea. In this project you will use pictures, words and phrases to depict the main theme, show the setting, or tell about a character. When people look at your collage, they should gain an understanding of some aspect of the book.

Materials

construction paper
magazines and newspapers
colored pencils or marking pens
glue

Directions

1. Choose a book and read it. Select one element — theme, setting or characterization — to represent. Take notes that will help you organize your thoughts and look for material. For instance, if you are making a character collage, you will want to note what the character was like. You'll note physical characteristics, personality, hobbies, interests, and anything else that will help other people understand what this character was like.
2. Look through magazines and newspapers for pictures and words that depict the things you have recorded. If you cannot find what you need in magazines, you may have to add pictures and words that you draw or write.
3. Arrange the words and pictures in an attractive format on a piece of construction paper. Leave a space to write the title of the book. Glue the pieces in place.
4. Write in the title of the book and any other words you need to add.



Criteria for Grading

- Does the collage depict the theme of the story, show what a character is like, or give a general impression of the book?
- Is it easy to understand what is being communicated?
- Is it neat, attractive and colorful?

1LE

Character Profile

Description

This project will give you an opportunity to share some information about a character in your book. You will be asked to give some factual information and also to think about some things about this character that might not be directly stated in the book. You will need to put yourself in the character's place and think about what he/she would think, like or do.

Materials

piece of construction paper
colored pencils or markers

Directions

1. Read a book of your choice. Choose a major character in the book. As you read the book, take notes about this character. Note things about the character's personality, likes, dislikes, habits and hobbies.
2. Neatly write the following headings down the side of your paper. For each one, write an answer or description that depicts your character.

- Name: _____
- Age: _____
- Looks like: _____
- Occupation: _____
- Favorite pastimes: _____
- Proudest accomplishment: _____
- Favorite book: (guess what would be the character's favorite)
- Favorite quote: (guess what would be the character's favorite)
- Would most like to: _____



3. Color a background that shows your character in a setting from the book.

Criteria for Grading

- Do the answers show an understanding of the character?
- Do the answers show creative thinking?
- Is the profile neat, attractive and colorful?
- Is writing legible?

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Character Bag

Description

Many times you can tell a lot about a person by looking at the things they have in their backpacks, their bags when they go to camp, or in their pockets. In this project you will be creating a collection that will tell other people about a character in your book.

Materials

bag
various items of your choosing

marking pen
construction paper

Directions

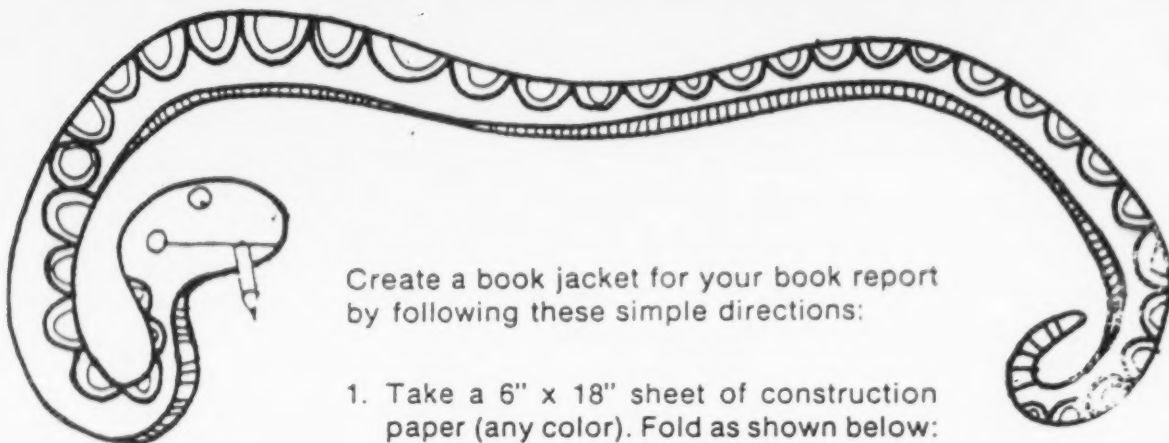
1. Read a book. Choose a character from this book to depict. Take notes about this character. Note not only things that are directly said in the story, but also things you can "guess" about the character. Make a list of things the character likes, personality traits, and hobbies.
2. Collect things that could represent this character. If you cannot find actual items, you can make pictures to symbolize the items.
3. Put the character's name on the outside of the bag. Decorate the bag. Put the things you have collected to represent the character in the bag.
4. Make a list of the things in the bag and explain why you have chosen each item. Put this list in the bag.



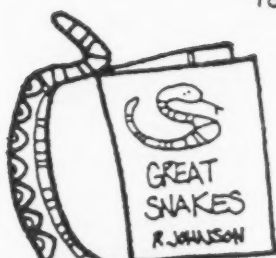
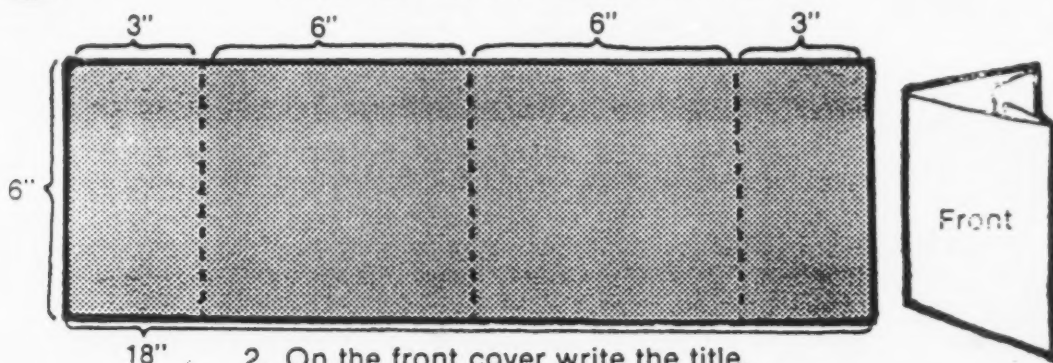
Criteria for Grading

- Do the outside of the bag and its contents show understanding of the character?
- Does it show creative thinking?
- Is the workmanship good?

BOOK JACKET JAMBOREE



1. Take a 6" x 18" sheet of construction paper (any color). Fold as shown below:



2. On the front cover write the title, author's name, and an illustration of the book.
3. On the back cover, write a summary of the events in the book. Write your own name in the bottom right-hand corner.
4. On the inside front flap, write a detailed description of the main character of the book.
5. On the inside back flap, write down the reasons why you liked the book. Try to sell others on reading this book.



Name _____
Parent Signature _____
January Book Report
Biography for Black History Month
Due February 5, 1999

Your assignment is to read a biography on a well-know African American. For the first part of the assignment, you will complete a What-I-Know-Activity sheet. The first thing you need to do is complete the section on what you already know about this person before you begin reading; then you will decide what you want to know and determine what resources will help you. After the reading, you can write what you have learned and what you still would like to know. It is up to you if you want to continue your research and answer those questions now or at a later time. In other words, you do not have to have the answers for this book report.

For the second part of this assignment, you will write notes based on the following questions. You will use these notes to help you write your final report. Do not throw away your notes. *You will need to submit them along with your written report.*

Writing your report:

1. Use the facts from the Introductory Information page to develop your opening paragraph.
2. Plan the rest of your report -writing one paragraph for each page of notes-in the following order:
 - childhood
 - adulthood (You may need more than one paragraph).
 - honors and award
 - major accomplishments (List as many as possible, "ten" is just a given number)
 - lasting impressions

3. Your last paragraph should be a conclusion and interesting summary.
4. Have a bibliography page. This page will list your sources. You may use any of the following resource materials from the classroom, the library, or your computer.
 - encyclopedias
 - Who's Who in America?
 - library books
 - magazines
 - filmstrips, videos, movies, or television show about this person
5. Design an appealing cover and give your report and interesting title. Be sure your name and the date is also on the cover.
6. Create a timeline of important or interesting dates. You may include pictures.
7. You may add whatever you would like for extra credit.

Remember to edit your rough draft. Reread your final report. Be sure it is neat and legible. (Yes, you may use your computer.) Your reports will be displayed in the hall!

The What-I-Know-Activity page, notes, final report, and timeline are all due by Friday, February 5, 1999.

Name _____

What - I - Know Activity Sheet: Personal Inquiry

Before Reading

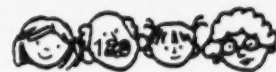
During Reading

After Reading

What I know already	What I'd like to know	What I will read	Interesting concepts learned	What I know now	What I still want to know
Appendix O					



Introductory Information

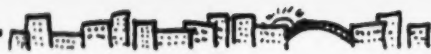


What person have you selected to report about? Why did you choose this person?

Where and when was this person born?

Why is this person famous or remembered?

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Where did this person grow up?

Where did he or she go to school?

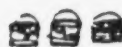
At what age did this person first show a talent or interest for their future career?

What role did the family have in encouraging or discouraging development of the talent or interest?

What special training or education did this person have?

At what age did this person first do something that people, other than his or her family, thought was exceptional? What accomplishment was this?

What unusual things happened in this person's life that had an effect on this person's career?



Adulthood



Did this person have any handicaps? Explain.

What special things could this person do?

How was this person's contribution important to his country?

Would you say success was achieved mainly by a natural talent, hard work or luck? Explain.



What special honors, awards, medals or prizes did this person receive for his or her work?

What memorials, monuments, buildings, cities, etc., are named in this person's honor? Where is each located?

What was one special event that was a highlight in this person's life once fame was reached? This may be a performance, an exhibit, being invited to meet a world leader, etc.

Appendix O *Major Accomplishments*

List ten major accomplishments or works this person is known for. If it is a musician, you may list ten of his most famous works; if it is an inventor, you may list the various steps to success, etc.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Outline

Name _____

_____(TOPIC)

III. _____

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

IV. _____

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

Outline

Name_____

_____(TOPIC)

I. _____

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

II. _____

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

NAME _____

CHOCOLATE FEVER CONTRACT

TRUE AND FALSE TEST	10 POINTS	_____
CHARACTER MATCHING TEST	10 POINTS	_____
VOCABULARY TEST	10 POINTS	_____
SHORT ANSWER TEST	10 POINTS	_____

HENRY GREEN JOURNAL	20 POINTS	_____
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CHOOSE:

ACT OUT SCENE	40 POINTS	_____
COMMERCIAL FOR BOOK	40 POINTS	_____
DRAW A SCENE	10 POINTS	_____
POSTER FOR BOOK	20 POINTS	_____
DIORAMA FOR BOOK	40 POINTS	_____
SKINNY STRIP	20 POINTS	_____
PUPPET SHOW	30 POINTS	_____
STORY MAP	10 POINTS	_____
OTHER	?? POINTS	_____

TOTAL	_____
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95 - 100 POINTS = A
 87 - 94 POINTS = B
 76 - 86 POINTS = C

70 - 75 POINTS = D
 0 - 69 POINTS = F

Project Self-Evaluation (Student)

Name _____ Date _____

My project was a _____

I decided to make this project because _____

The hardest part about this project was _____

The thing I liked best about my finished project is _____

If I had more time, I would have _____

I think learning about my topic was _____
because _____

Something else you should know is _____

Here's how I would rate my project:

yucky just fair okay pretty good great



Appendix S

September 1998

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
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		1 Read in your bedroom	2 Read when you get home	3 Read while you have a snack	4 Reading Response Journal in school	5 Free
6 Free	7 Read to your pet	8 Read in your favorite chair	9 Read under a table	10 Read to a parent	11 Reading Response Journal in school	12 Free
13 Free	14 Read in your favorite room of your house	15 Read to your beanie baby	16 Read outside	17 Read to a friend	18 Reading Response Journal in school	19 Free
20 Free	21 Read while you're in bed	22 Read at the kitchen table	23 Read in an empty room	24 Read to a sibling	25 Reading Response Journal in school	26 Free
27 Free	28 Read under a tree	29 Read	30 Book report due Teacher will explain the assignment			



G. I. S. T.

STEP 1:

Select a short passage in a chapter that has an important main idea. A passage of three to five paragraphs is ideal. These paragraphs should be types on a transparency.

STEP 2:

Place the transparency on an overhead and display only the first paragraph. Put 20 blanks on the chalkboard. Have students read the paragraph and instruct them to write a 20 word or less summary in their own words.

STEP 3:

As a class, have students generate a composite summary on the board in 20 or fewer words. Their individual summaries will function as guides for this process.

STEP 4:

Reveal the next paragraph of the text and have students generate a summary statement of 20 or fewer words that encompasses both of the first two paragraphs.

STEP 5:

Continue this procedure, paragraph by paragraph, until students have produced a gist statement for the entire passage under consideration. In time, they will be able to generate gist statements across paragraphs without the intermediate steps.

Table B-1

	Preschool	Kindergarten	First Grade: Fall*	First Grade: January to June*	Second Through Fifth
Listening and Discussion**	Listening to stories Discussing stories	Listening to stories Discussing stories	Listening to stories Discussing stories	Listening to stories Discussing stories	Listening to stories Discussing stories
Oral Discussion	Story telling Story re-telling Saying nursery rhymes	Story telling Story re-telling Saying nursery rhymes	Story telling Story re-telling Explanations	Story telling Explanations Beginning group discussions	Reports to class Group discussions —taking turns, responding Plays, recitations
Phonemic Awareness	Recognizing rhymes Hearing separate words Rhyming words	Hearing syllables Rhyming words Oral comparisons Identification and blending of sounds Identifying syllables and word families Counting or matching the sounds of words	Segment initial, final, medial phonemes Blending phonemes Transpose cat to fat Deletion tasks	More complex segmentation, blending, and transpositions	
Print Awareness	Pretend reading Recognizing signs	Basic elements such as word boundaries, left to right sweeps	Full print awareness		

Table B-1 (Continued)

	Preschool	Kindergarten	First Grade: Fall*	First Grade: January to June*	Second through Fifth
Syntactic Awareness		Understands how sentences and phrases work Understands word order Shared reading	Anticipation of words Sentence structures Clues from mechanics—caps, periods, and commas	Beginning grammar Paragraphs	Text structure, e.g., story structure, poems, book reviews, newspaper articles, editorials More complex grammar
Letter Recognition	Exposure to letter names Recognition of name	Knows most letter names Recognizes most letter shapes (upper and lower case)	Knows all letter names and shapes		
Sound/Symbol Correspondence		Knows some letter sounds	Knows basic letter and letter pattern/sound correspondence	Complex letter/sound correspondences	Remaining correspondences
Recognizing Word Families (words that sound alike and have similar letter patterns)		Attention to on-set and rimes, e.g., <i>r</i> and <i>ing</i> and <i>s</i> and <i>ing</i>	Recognizing basic word families patterns (37 rimes such as <i>in</i> , <i>or</i> , and <i>ill</i> make up 500 primary grade words)	Recognizing most of remaining 272 primary word families, e.g., <i>ine</i> and <i>ight</i> , which are regular	

Decoding/Word Attack			<i>Knows word-attack strategies: sounding out, comparing to similar words, breaking words into smaller words, looking for word parts, e.g., ing and ed, generating alternative pronunciations, using phonic, semantic, and syntactic clues, self-correction and self-monitoring</i> Guided reading	Continued development of decoding ability, including use of more complex letter/sound correspondences, simple syllabication	Continued development of decoding ability, including use of complex letter/sound correspondences and word root/prefixes and suffixes
Recognizing High Frequency Words (irregular and regular)		<i>Knows some sight words</i>	<i>Automatically recognized 50 high-frequency words</i>	<i>Recognizes 150 high-frequency words</i>	

Table B-1 (Continued).

	Preschool	Kindergarten	First Grade: Fall*	First Grade: January to June*	Second Through Fifth
Writing/Encoding	Pretend writing Making signs	<i>Writes words (temporary spelling)</i> <i>Writes name</i> Beginning story writing Group dictated stories	Beginning stages of writing stories, descriptions, persuasions, and reports. Beginning mechanics, e.g., punctuation and capitalization Beginning grammar and usage	Later stages of writing narratives, expository text such as organizing information for a report, arguing a point, etc. Continued mechanics, e.g., capitalization and punctuation More advanced grammar and usage	Writes competently: narratives, reports, advocacy, descriptions Can use mechanics: composition, e.g., sentence structure and paragraph structure; more advanced grammar and usage
Vocabulary—Meaning, Word Parts, Word Play	Word meanings from oral discussions and explanations	Word meanings from oral discussions and explanations <i>Builds simple words with magnetic letters</i>	Word meanings from oral discussions and explanations <i>Learns some new words from reading</i> <i>Can use word derivations e.g., adding ed, ing, etc.</i> <i>Constructs words from given consonants and vowels, and patterns</i>	Word meanings from oral discussions and explanations Some new words from reading Word structure Syllabication of simple words More complex word construction	Word meanings from oral discussions and explanations Most new words from reading—learning from context <i>Syllabication of more complex words</i> <i>Knows system of word roots, suffixes, and prefixes</i> Synonyms—best and creative word use Semantic trees

Spelling	Making signs	Temporary spelling	Temporary spelling Spells words in reading lessons	Spells words in reading lessons Spells sound families and high-frequency words Spells individualized problem words Corrects temporary spellings in final drafts	Individualized program based on words missed in writing, spelling demons, and spelling lists organized by sound theme Test-study-test Immediate self-correction of tests Proofreading Memory strategies
Independent Reading/ Assigned/Reading/ Guided Reading	Reading good stories and nursery rhymes to children	Reading good stories and informational text to children	Reading for meaning of specifically designed books or appropriate material connected to lessons with teacher or partner Individual or group reading of simple text Reading good stories and informational text to children	Reading narrative and information text becomes the primary learning strategy <i>Reads and understands 100-200 "little books"</i> Teacher conferencing Students read and discuss stories, magazines, and informational text from anthologies, reading series, etc. Guided reading Teacher reads to children	<i>Reads and understands 25-35 grade-appropriate books each year from accepted fiction and nonfiction lists</i> Reads in depth Teacher conferencing Can engage in in-depth discussions Introduction to a variety of genres Reading in subject matter areas Guided reading Teacher reads to children

Table B-1 (Continued)

	Preschool	Kindergarten	First Grade: Fall*	First Grade: January to June*	Second through Fifth
Specific Comprehension Strategies	Picture reading for meaning	Picture reading for meaning	Read for meaning	Read for meaning Discuss books <i>Can use beginning comprehension strategies—predicting, connecting to what is known, summarizing, etc.</i>	Discussions strategies, e.g., book clubs <i>Can use advanced strategic reading skills—predicting, summarizing, connecting, and visualizing</i>
Fluency			Re-reading of familiar material Oral reading	Re-reading of familiar material Expression Phrasing Oral reading	Continued work on expression, phrasing and oral reading <i>Can read orally—accurately, fluently and with expression</i>

NOTES: *For year-round or alternative year schedules, *Fall* means the first 4 months of first grade or equivalent, and *January to June* means the last 5½ months or equivalent.

**Italics indicate benchmarks for each grade level.

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READING
JUNIOR GREAT BOOKS

NAME _____
DATE _____

"THE UGLY DUCKLING"
HANS CHRISTIAN ANDERSEN

Answer the following questions in complete sentences and to the best of your ability.
Place your answers on a separate sheet of paper.
Staple these questions to your paper.

1. VOCABULARY

Define the vocabulary term, **pandemonium**, as clearly as possible by telling me as much as you can to help you explain its meaning. (4 points)

"What a **pandemonium** there was! Two families were quarreling over an eel's head; but in the end the cat got it."

2. COMPREHENSION

Summarize the story. Try to organize the sequence of events as clearly as possible. Include the five elements: who, what, when, where, how. (4 points)

3. CHARACTERISTICS

Describe the main character by explaining three or more attributes. (4 points)

READING
JUNIOR GREAT BOOKS

NAME _____
DATE _____

"TWO WISE CHILDREN"
ROBERT GRAVES

Answer the following questions in complete sentences and to the best of your ability.
Place your answers on a separate sheet of paper.
Staple these questions to your paper.

1. VOCABULARY

Define the vocabulary term, **boasting**, as clearly as possible by telling me as much as you can to help you explain its meaning. (4 points)

"Father frowned at me for **boasting**, but Uncle Tim laughed and asked, 'All right, Bill, if you know everything, what horse will win the big race on Saturday?'

2. COMPREHENSION

Summarize the story. Try to organize the sequence of events as clearly as possible. Include the five elements: who, what, when, where, how. (4 points)

3. CHARACTERISTICS

Describe the main characters by explaining three or more attributes. (4 points)